

# The CATHOLIC SCHOOL JOURNAL

Vol. 32

JANUARY, 1932

No. 1

## Waste in Small High Schools

Sister Joseph Mary, S.C.N.

*Editor's Note.* This is a striking presentation of some statistics regarding the Catholic parochial elementary and Catholic high schools, particularly the small high schools. There are a great many more inferences to be made from the figures besides those which Sister Joseph Mary draws, and they go to the heart of our Catholic educational system.

WHY are there a million Catholic children in these United States attending the public schools? Why are there thousands of parishes without parochial schools? The answer commonly given to these questions is, we believe, a lack of funds and a lack of teachers. It is our purpose to present such data as seem necessary for an understanding of the problem of financing and staffing the parochial school, and to determine the trends in its development for the past two decades. The multiplication of parish high schools has been selected for special investigation.

### Lack of Funds

In a study of our Catholic school system, Dr. Burns in 1912 cited among other causes, the following financial reasons why there are not more parochial schools:

1. In sparsely settled districts a Catholic school is impossible.
2. In certain small towns Catholics are so few that their resources are inadequate to build and support a school.
3. Even in those places where Catholics are numerous the debt on the church property is so great that common prudence dictates that a pastor should not increase his burden, already too heavy, by the erection of a parish school.
4. In large cities where ground is valuable, a newly organized parish can do little more, at first, than provide for the erection of a church.
5. Sometimes the parish school is too small for all the children of the parish and many must, of necessity, go elsewhere.
6. Again, the school may be large enough to house all the children of the parish, but the parish revenue is inadequate to educate all, and the pastor limits the number in attendance so as to keep within his resources.<sup>1</sup>

<sup>1</sup>Burns, Rev. J. A., C.S.C., *The Growth and Development of the Catholic School System in the United States*, p. 358.

### Lack of Teachers

The sequel of the problem of financing our schools is the problem of securing teachers. Present-day demands for religious teachers are vastly in excess of the supply. Pastors, who can now afford to build and operate schools, are refused Sisters day after day, as the superiors at all the motherhouses only too regretfully testify. Msgr. McNally, in a thoughtful paper addressed to the National Catholic Educational Association in convention at Chicago in 1928, anxiously inquired: "Where are we to obtain teachers for the schools that so rapidly are coming into being? If we cannot adequately care for present needs, what will we do in the future to meet the demands?"<sup>2</sup>

### Trends

In the *Directory of Catholic Colleges and Schools* for 1930, we read the following rather surprising account:

Catholic high schools and academies, in 1928, were 2,129 in number, were staffed with 13,489 instructors, and were attended by 225,845 students. . . . Compared with the returns for 1926, the total enrollment in this class of schools represents an increase of 21,030 pupils, or 10.3 per cent, in the two-year period.

Catholic elementary schools were 7,680 in number, were staffed by a total of 59,072 instructors, and were attended by a total of 2,195,569 pupils. . . . The total enrollment of the elementary schools in 1928, compared with the total enrollment of the same schools in 1926, represents an increase of 84,099 pupils, or 4.0 per cent in the two-year period.<sup>3</sup>

Here we note that the elementary schools show an increase of 4.0 per cent, while the high schools show an increase of 10.3 per cent. In a two-year period, the high-school percentage of increase is two and a half times that of the elementary schools. This would be

<sup>2</sup>N. C. E. A. Bulletin, 1928, p. 219.

<sup>3</sup>Directory of Catholic Colleges and Schools, 1930, p. 11.

matter for congratulation, if all, or nearly all our parishes were supplied with elementary schools, and if nothing remained to be done now but to expand the system by the addition of high-school departments.

### Major Trend

The *Directory* referred to also says:

The unusual growth in the number of Catholic secondary schools during the past decade is naturally a justifiable source of pride to every Catholic. In 1915 the Catholic Educational Association conducted a survey of Catholic secondary schools which showed that there were 1,276 high schools in operation at that time. By 1928, this number had increased to 2,129, an increase of 853 schools, or 67 per cent, in the course of 13 years. During the same period the number of teachers increased from 2,505 in 1915 to 13,489 in 1928, an increase of 10,984, or 439 per cent. In 1915 the number of students enrolled was 74,538. By 1928, the enrollment had increased to 225,845; 151,307 more than in 1915, an increase of 203 per cent in 13 years. Between 1915 and 1928 then, the number of high schools increased by 853, or 67 per cent; the number of teachers by 10,984, or 439 per cent, and the number of students by 161,307, or 203 per cent.

There appears to be a marked disproportion between the student and teacher per cent of increase. The number of teachers increased by 439 per cent; the number of students increased by 203 per cent. Scanting waste, we were desirous to know the teaching load in these high schools. It is rather generally agreed that a teacher may instruct a class of 25 pupils without suffering undue strain; with this norm in mind, we computed the pupil-teacher ratio for the Catholic high schools by dioceses and the results will be found tabulated in Table I. This pupil-teacher ratio was computed by dividing the total number of pupils in the high schools of each diocese by the total number of teachers in the high schools of the same diocese, reference being made to Table 19 of the *Directory of Catholic Schools and Colleges* of 1930.

TABLE I. Pupils per Teacher Ratios for Catholic High Schools of Each Diocese in the United States.

Archdioceses and Dioceses	Pupils per Teacher Ratios	Archdioceses and Dioceses	Pupils per Teacher Ratios
Baltimore	15.8	Helena	18.2
Boston	18.8	Indianapolis	20.2
Chicago	19.6	Kansas City	15.8
Cincinnati	17.2	La Crosse	13.9
Dubuque	14.2	LaFayette	9.4
Milwaukee	19.0	Lead	16.3
New Orleans	15.4	Leavenworth	16.3
New York	16.7	Lincoln	9.9
Oregon City	13.4	Little Rock	8.5
Philadelphia	22.5	Los Angeles	16.0
St. Louis	14.5	Louisville	14.4
St. Paul	16.2	Manchester	10.8
San Antonio	11.5	Marquette	17.1
San Francisco	15.6	Mobile	11.2
Santa Fe	15.2	Monterey	14.7
Albany	20.7	Nashville	21.8
Alexandria	12.6	Natchez	13.5
Altoona	18.2	Newark	17.1
Amarillo	6.4	Ogdensburg	15.2
Baker City	12.7	Oklahoma	10.5
Belleville	11.6	Omaha	12.7
Bismarck	10.3	Peoria	13.4
Boise	10.3	Pittsburgh	12.9
Brooklyn	21.9	Portland	14.8

Buffalo	13.8	Providence	15.4
Burlington	14.8	Raleigh	10.3
Charleston	6.3	Richmond	14.3
Cheyenne	9.7	Rochester	19.8
Cleveland	21.5	Rockford	16.8
Columbus	20.4	Sacramento	12.2
Concordia	12.7	St. Augustine	12.7
Corpus Christi	7.3	St. Cloud	14.8
Covington	14.3	St. Joseph	13.3
Crookston	12.0	Salt Lake City	16.1
Dallas	10.4	Savannah	11.2
Davenport	15.3	Scranton	20.5
Denver	13.0	Seattle	15.5
Des Moines	14.3	Sioux City	13.0
Detroit	20.5	Sioux Falls	18.9
Duluth	20.4	Spokane	16.8
El Paso	14.3	Springfield (Ill.)	12.7
Erie	16.3	Springfield (Mass.)	23.2
Fall River	14.6	Superior	15.9
Fargo	11.6	Syracuse	20.2
Fort Wayne	11.3	Toledo	18.2
Galveston	10.0	Trenton	22.1
Grand Island	15.2	Tucson	8.7
Grand Rapids	15.5	Wheeling	15.5
Great Falls	20.4	Wichita	13.8
Green Bay	14.3	Wilmington	12.8
Harrisburg	13.7	Winona	12.6
Hartford	15.8		

In order to summarize these data, Table II was arranged as follows:

TABLE II. Distribution of Pupils per Teacher for Catholic High Schools of Each Diocese in the United States. Data from Table I Grouped in Intervals of One.

Pupils per Teacher	Number of Dioceses
23 to 23.9	1
22 to 22.9	2
21 to 21.9	3
20 to 20.9	8
19 to 19.9	3
18 to 18.9	5
17 to 17.9	4
16 to 16.9	9
15 to 15.9	14
14 to 14.9	13
13 to 13.9	10
12 to 12.9	11
11 to 11.9	5
10 to 10.9	7
9 to 9.9	3
8 to 8.9	2
7 to 7.9	1
6 to 6.9	2
Median	14.8
High	23.2
Low	6.4

Besides the median ratio, the highest and lowest ratios are also indicated. Attention is called to one striking feature of this table. The highest pupil-teacher ratio has not reached the normal load of 25 pupils per teacher in a single diocese. While, of course, there are teachers with more than 23 pupils (see high score above), at the same time, there are approximately just as many teachers with less than 6 pupils (see low score above). Nor should this be surprising, for in a study "made in 1928, it was found that 65.4 per cent of the high schools had an enrollment not exceeding 100 students."<sup>4</sup>

We have said that there are 13,480 teachers employed in the Catholic high schools. Table III shows how they are distributed on an enrollment basis.

<sup>4</sup>*Directory of Catholic Colleges and Schools, 1930, p. 100.*

TABLE III. Teachers in Catholic High Schools by Size of Enrollment. Data from Table XVII of the Directory of Catholic Colleges and Schools.

Group	Number of Students	Number of Schools	Number of Teachers	Number of Teachers per School
I	201—	240	4,139	17.2
II	151—200	123	961	7.8
III	101—150	217	1,622	7.5
IV	51—100	673	3,837	5.7
V	1—50	854	2,930	3.4

Groups IV and V engage the services of more teachers than Groups I, II, and III. In other words, more than 50 per cent of our high-school teachers are employed in schools with an enrollment of less than 100 students. Further comment is unnecessary, as this table speaks for itself. Surely our high-school extravagance becomes a source of concern when we consider the overcrowded elementary schools, and especially when we consider the number of parishes with no parochial school at all. Possibly we are not aware of the fact that there are 5,088 parishes with resident pastors that have no parochial schools. When we add to this number the 5,748 churches and missions without resident pastors and, of course, without parochial schools, we have a total of 10,836 churches in these United States without any kind of Catholic school.<sup>5</sup>

Where are the schools that should be alongside these churches? Back in 1884, the Third Plenary Council of Baltimore decreed that "Near each church, a parochial school, if it does not yet exist, is to be erected within two years from the promulgation of this Council, and is to be maintained *in perpetuum*, unless the bishop, on account of grave difficulties, judge that a postponement be allowed."<sup>6</sup> In spite of this, we are told that there are over 2,000,000 Catholic children in the public schools at the present time.

Catholic children of the public schools about equal the number of those of our parochial schools. In handling their problem, we are not dealing with two million children alone; we are helping or abandoning those who, if properly cared for, should in the future comprise half the Catholic men and women of our land. . . . Do we realize that in dealing with our Catholic public-school children we are dealing with a problem that vitally affects 50 per cent of the Catholics of our country? To neglect their needs is to neglect the future welfare of the Church of America.<sup>7</sup>

And our slogan is "Every Catholic child in a Catholic school." Yes, every Catholic child should at least be in a Catholic grade school; but one questions whether this will ever be possible when, in some favored sections, every available teacher goes to staff some high school. Measures should be taken to prevent this one-sided and unwise expansion. It would seem that there is need for a kind of consulting body, composed of disinterested members, well informed as to the wants of the whole country, who could advise regarding the placement of our religious teachers, for "religious orders were (and we believe they still are) really the nuclei of Catholic educational growth."

<sup>5</sup>Information taken from *The Official Catholic Directory*, 1931.

<sup>6</sup>*The Catholic Encyclopedia*, Vol. XIII, p. 581.

<sup>7</sup>Mereto, Rev. Joseph J., *Catholic Children of the Public Schools*, p. 3.

This investigation would not be complete if it failed to reveal how expensive these small high schools are. J. T. Hood, Jr., principal of the Wilmington High School, Wilmington, Mass., has made a study of "Instruction Costs in Typical Small High Schools."<sup>8</sup> While the costs of operating a public high school are very much greater than those of a Catholic high school, still the proportions as given in the following table are interesting, and it is not improbable that the low median costs approximate those of our Catholic high schools. We give the table as found in Mr. Hood's study.

TABLE IV. Median Costs in Cents for All Subjects.

Group	Students	High	Median	Low
I	201—	6.3	5.5	4.5
II	151—200	10.2	6.7	5.4
III	101—150	11.6	8.0	5.3
IV	51—100	18.0	8.9	5.8
V	—50	21.7	13.8	10.2

The high median cost of Group IV is almost three times that of Group I, and that of Group V is more than three times that of Group I. The median and low median of Group V are more than twice the same medians in Group I, while the low median cost of Group IV is one and one-fifth times that of Group I. In the face of these findings, and also of the other foregoing data, it may well be questioned whether we are justified in maintaining high schools with an enrollment of less than 100 students. Neither should we suppose that by consolidating the small high schools and adopting the central high-school organization that our problems would be solved in the field of secondary education. It is very doubtful whether several parishes can or will support a joint school. From reliable sources, we are informed that in some quarters there is grave dissatisfaction on the part of the people as a result of having to support these central high schools. A priest in one of our large cities declared that it would require six *more* central high schools to take care of the Catholic boys and girls in his city, but that if another one was proposed, 50,000 people would leave the church. This is exaggerated, but the fact remains that no more central high schools have been attempted in that city. Our people support their church and their parish school willingly and gladly, but it is not unthinkable that they will refuse to be further taxed.

### Summary

An attempt has been made to show how wasteful small high schools are, both in respect of teachers and of money. In addition, the need for many more Catholic elementary schools has been indicated; there are 10,836 parishes and missions in these United States with no Catholic schools, although 5,088 of these parishes have resident pastors. There is a trend toward expanding existing grade schools into high schools and of consolidating existing high schools into central

<sup>8</sup>*The Nation's Schools*, September, 1929, p. 63.



high schools rather than to found grade schools in parishes where as yet there is no Catholic school whatever. The total enrollment in the high schools for the past two years shows an increase of 10.3 per cent; that of the elementary schools only 4 per cent. The Catholic high schools employ 13,489 teachers, half of whom are to be found in schools with an enrollment of less than 100 students. The median teaching load for all our Catholic high schools is 14.8 pupils per

teacher. Small high schools with an enrollment of less than 100 students cost twice to three times as much for all subjects as those schools with an enrollment of over 100 students. It seems safe to conclude that there is need for greater and better organization and more economical planning if there is ever to be a Catholic school in every parish of our land. And we cannot rest content until this goal has been reached. *Adveniat Regnum Tuum.*

## Significance of Teaching Study Habits *Luvella J. Kregel*

*Editor's Note.* Here is a significant list of study habits that should be developed as a matter of specific objective for the teacher, and of specific practice for the student. This method of training in habits of study, if based on further analysis, will furnish a program of growth from the elementary school, through college days, and throughout life. The method of procedure outlined by Miss Kregel will only improve the quality of work of students, but should materially improve their mental health.

WITH the ever-increasing fund of knowledge from so many diversified fields of human endeavor of the twentieth century, we find the school curriculum virtually carrying a stupendous load. Some educators even at this late date, are wedded to the idea that, "All things must be taught to all men." They cannot be sincere in making these demands of the child. The problem centers about this question: "Which is more vital, immediately and ultimately, an encyclopedic education or a limited but well-integrated knowledge and the acquisition of definite skills and powers?"

### Teach Technique

The successful man lets a large proportion of his knowledge sink into his subconsciousness and is not distracted by it. He works at the problem in hand and keeps the rest in readiness to be used when the opportune moment comes. He does not become distracted even if a new situation that demands an insight into an entirely new field confronts him, for he has acquired methods by which other knowledge is made accessible upon proper application. If he does not control his environment, it will subjugate him to the extent that his labors become inferior to his potentialities. A divided psyche will leave nothing but a sense of strain and regret. Keen discrimination of the essentials and the subordination of the multitude of nonessentials make for personal adjustment and success.

The progressive schools center their attention on the child's desire to learn, as compared with the traditional school which stresses the teacher's desire to teach him. The truth is that the child cannot successfully learn if he has not been given the technique essential to independent study. Our present system of

mass instruction (which is far from ideal) can profit considerably by emphasizing the inculcation of specific study habits. Less attention is given each pupil by the teacher in our public schools than in the private schools because of the larger number of pupils enrolled in each class. By force of circumstances the pupil in the public schools has less guidance and therefore needs to know habits of study at an early age.

It is less important to stress the accumulation of facts than it is, consciously to develop certain abilities, skills, and powers, which will make the child independent in his pursuits. The newer and approved methods of unit instruction accompanied by problems and projects can be greatly facilitated by giving the child assistance. After all, the most important educational factor is the self-realization of latent abilities by the child as he tries to master his chosen or assigned tasks. The child's mind is liberated from the details of how to study (when the habits have become automatic) and his whole being is centered upon the immediate activity, which assures a better quality of work and greater satisfaction. It gives pupils courage to tackle larger problems than they could otherwise tackle, and with greater celerity. We want the education of the child to be a continuous scientific procedure that will make for maximum child growth. Does it seem fair to let ingenuity and resourcefulness be only partially realized because of the handicap of not knowing how to study? Let us teach the pupil to study.

### Too Many Facts

An encyclopedic education only stifles the minds of our youth when new and trying situations confront them. They need to have an inner integration of information and experiences which will give perspective to their problems and liberate their minds to execute the tasks with the acquired skills and powers. Since the panorama of the child's environment is ever changing with each new invention, each new political and economic turn, we cannot educate the child as to the de-



mands of the unborn tomorrows with any certainty. The child is to be considered a member of society and is to be prepared to participate effectively with the ever-changing social relationships. The acquisition of proper study habits does not insure a social being, but it does assist the pupil in acquiring information more readily and thus enlarges his intellectual and social horizon.

The brighter children, as well as the duller ones, can profit by specific aids to study. The study habits give clues to the accelerated children which they have not fully taken cognizance of before. Many children who seem indifferent and lacking in application and perseverance are so because they are at a loss how to get the desired information, and soon become discouraged. Nothing succeeds like success, and success is commensurate with self-confidence.

### Study Habits Basic

Hundreds of students at higher institutions of learning turn away yearly because they lack fundamental skills and powers. This includes ability to express themselves clearly and coherently in oral and written English as well as ability in utilizing proper study habits. Those in authority at the universities blame the high schools and the high schools blame the elementary schools. To be veracious, one has to acknowledge that the elementary schools should provide definite conditions for the acquisition of these habits. Their fixation and efficacy should be encouraged all through high school and stressed again in the freshman year at college. *It is only by constant repetition and varied application that a valuable mental process such as the utilization of the study habits becomes both permanent and transferable.*

The need for the inculcation of study habits can be made quite obvious to children. Greater facility in study habits means a better quality of work, therefore personal satisfaction (the law of effect is operative), and more time for the election of other purposeful activities as well as recreation, when the assumed or assigned tasks are completed. To impose study habits upon children without inviting their coöperation may result in only a half-hearted application and inculcation. The items in the scale given below are contributions of children after due time was spent in developing the need for them. The items were checked against several contributions, for validity, by the teacher.

### Importance of Habits

A certain amount of introspection or self-analysis is wholesome and oftentimes necessary in order to establish new habits of conduct or to counteract undesirable ones in rational beings. Everything in the child's environment at school should be made conducive to the inculcation of desirable study habits, and everything possible done to avoid a violation of the right habits. Pupils will unconsciously learn by social imitation of the actions of others in their environment.

However, this offers no excuse for negligence on the part of the teacher to assist in the matter. The quotation from William James is helpful here, "Even the smallest stroke of virtue or of vice leaves its never-so-little scar. The drunken Rip Van Winkle in Jefferson's play, excuses himself for every fresh dereliction by saying, 'I won't count this time.' Well, he may not count it and a kind heaven may not count it, but it is counted none the less. Down among his nerve cells and fibers the molecules are counting it, registering it, and storing it up to be used against him when the next temptation comes."<sup>1</sup>

"Habit patterns are learned," Miss Zachry writes in her book entitled, *Personality Adjustments in School Children*, "with the processes in all other learning. . . . The child will tend to repeat his behavior, and through exercise, the habit will be so formed as to become an accepted part of his behavior—an integrated part of his personality. Many of these habits built at an early age act as reflexes."<sup>2</sup>

### Forming Study Habits

The application of study habits requires control of thought as well as a previously recognized value or felt need. The will has to be called in to keep the immediate task before the pupil and discourage truant thoughts from occupying his consciousness. The unit of work presented to the child should be so well motivated that it has intrinsic value to him. Then only will pseudovalues be obliterated. The utilization of study habits requires practice in thought control. In *The Training of the Will* by Lindworsky, we find the following helpful suggestions: "A thought can be driven away only by another thought which has two characteristics. (1) it must outlast the tendency of persistence of the thought to be driven away. . . . (2) It should have considerable power of attraction for the will and thus for the attention. Accordingly, we must set up for ourselves favorite thoughts to which we resort when we wish to rid ourselves of unpleasant (truant) thoughts," p. 132.

### Comments on the Administration of the Scale

It is suggested that after pupils have taken an inventory of their habits, they single out the difficult study traits and place them in a convenient place as a periodic reminder. The scales may be used as a daily instead of a weekly check. Such persistent focalization will tend to establish the desirable trait action in a shorter period of time. The scale may be used as a teacher-rating scale. This depends upon the use to which a teacher may want to place them.

### An Inventory of Study Habits<sup>3</sup>

**Directions:** Write — or +. If you have not acquired the correct habit, mark a — (minus). If you usually perform

<sup>1</sup>James, Wm., *Principles of Psychology*, Briefer Course, p. 148, Henry Holt & Co.

<sup>2</sup>Zachry, Caroline, *Personality Adjustments in School Children*, p. 239. Published by Chas. Scribners' Sons.

<sup>3</sup>The inventory should be mimeographed on a legal-sized sheet with ruled columns following each question to provide space for the pupil's answer on several occasions.

according to the item, mark a + (plus). You may add comments to this sheet.

1. Do you clear up all difficulties on your assignment by asking questions?
2. Do you write the most important parts of your assignment in a notebook for reference?
3. Do you find a quiet, well-lighted, heated, and ventilated place to study when you are at home?
4. Do you gather all of your working materials together, such as pencils, blotters, erasers, dictionaries, etc., before beginning to study?
5. Do you interrupt others when they are studying?
6. Do you avoid all unnecessary interruptions from others?
7. Do you concentrate on your studies promptly and avoid thought-drifting?
8. Do you read the textbook assignment first and then decide on the topics for reference reading?
9. Do you waste time at the bookcase while getting reference materials in the library or in your homeroom?
10. Do you use the table of contents and the index to find reading material on these topics?
11. Do you select the important points and notice how minor points are related to them as you read?
12. Do you make an outline of the important points?
13. Do you use all material aids, such as maps, footnotes, globes, illustrations, bulletin boards, and periodicals?

14. Do you study your difficult lessons first so that you can give them fresh attention?
15. Do you think through formulas and definitions before you try to apply them?
16. Do you work independently so that you may develop good judgment and self-reliance?
17. Do you think over what you have read, sometimes asking yourself thought questions?
18. Do you avoid studying one subject so long that you lose interest and become fatigued?
19. Do you refresh your memory before class discussions by reviewing your lessons?
20. Do you discuss the most interesting points you have learned with your parents?
21. Do you associate new knowledge with something you already know?
22. Do you read material silently daily so as to increase your speed in reading and accuracy because ability in reading assists you in all other subjects?
23. Do you have confidence in your ability to accomplish things?
24. Do you sometimes make a time chart keeping account of your day's work?
25. Do you avoid worrying and getting excited about your assignments because it hinders your progress and is harmful to your health?

# The Guidance of Adolescents: Love and Fear

*Kilian J. Hennrich, O.M.Cap., M.A.*

*Editor's Note.* Here is another of Father Kilian's series on the Guidance of Adolescents. In this we find the same note as in the article on Emotions and Passions, published in the September issue; namely, the value of emotions and the stress on positive rather than negative values. "Fear is but the beginning of wisdom, not its continuation, and certainly not its end, which is just the opposite, love."

**A**MONG the emotions, love and fear are the most important. In no field of education do the emotions play such a rôle as in religious training. Although St. Paul requires a reasonable faith, this does not militate against the fact that our religion in order to influence life is and should be, for the greater part, emotional. The greatest Commandment says: "Thou shalt *love* the Lord thy God from thy whole heart, and with thy whole soul . . ." (Matt. xxii. 37). And, "The end of the commandment is charity (love), from a pure heart and a good conscience, and an unfeigned faith" (I Tim. i. 5). Hence, St. Augustine writes: "Make this love your highest aim, make it the foremost object of your instruction, present everything you relate in such a manner that your pupils come from hearing to faith, by faith to hope, and from hope to LOVE."<sup>1</sup>

Analyzing religion we may consider it in three aspects: as a science, as a mode of living, and as the

union of the soul with God. The catechism sets forth the science of religion and applies this science to actual life and so forms the basis for correct living. But greater than all that is love, the union of the soul with its Maker. After St. Peter had proved his knowledge by answering: "Thou art Christ, the Son of the living God," he still had to pass an examination in love. "Lord, Thou knowest that I love Thee." After this double test, the commission was placed upon him: "Feed My lambs. Feed My sheep."

Love presupposes some knowledge of its object. What is entirely unknown cannot be loved. On the other hand, the intensity of love does not necessarily increase with the extent of knowledge. A deeper knowledge does not always call forth a deeper and more lasting love. But there is a certain kind of knowledge that forms the motive and fuel for love. Religion is life, not mere knowledge without warmth.

"The fear of God is the beginning of wisdom." Is fear, therefore, necessary? Must the fear of God be cultivated in children? Before answering these questions, let us remember that fear is but the *beginning* of wisdom, not its continuation, and certainly not its end, which is just the opposite, love. Fear is necessary for the fool who says in his heart "there is no God"

<sup>1</sup>*De Catechesandis Rudibus*, I, 4.

and has failed to do His will. With children, the fear of God needs no special cultivation, love alone suffices. Although the punishments awaiting the sinners form topics for instruction, they are but incidental and not worthy of one half the stress usually laid upon them. It is not so much the fear of God that keeps from sin, but the love of God. It was not the fear of his father that urged the prodigal son to return but the love for his father. Not the fear of a distant hell reduces the number of sins but the fear of offending the love of an omnipresent God.

The cultivation of the emotion of love—love of God, in particular—is very little considered in modern catechetical works; in fact, most of them give it consideration only when treating certain doctrines. Unless it is brought in continuously and persistently, it is perfectly natural that after perhaps ten years of religious instruction, a practical Catholic life does not result. Religion was taught like a science, love was treated topically like heat in physics—and, in after-school life, it is compared with science and is considered not worth more than reason does support. This might not be so bad if reasoning would always be correct. In such a case, religion would have nothing to fear. But reason, influenced and warped by modern pseudoscience, is the worst criterion to be applied to supernatural religion. The evil consequences, not so much of total lack of instruction but of total absence of fervent love of God, are constantly before our eyes.

Much has been done for the science of religion. Numerous articles have appeared in this and other magazines. The same may be said about the application of religious truths to practical life. However, the fostering of the constant union with God has been much neglected, if we may judge from writings. There is, at least, room for improvement. No doubt, there are different means for promoting and cultivating love. The one to be presented here has stood a trial of more than ten years. The response of the children was gratifying to teacher and catechist alike.

Among the groups of material constituting the science of religion, the Creed, the Commandments, the means of grace, and Bible history with liturgy are the most important. In all of them we see manifestations and applications of God's love. Every line in the catechism and every story in Bible history is one or the other. It needs not much study to see and utilize that.

*The Creed* is the great epic of the love of God toward man. Beginning with the great love that urged God to create man for eternal happiness; the lack of response on the part of man causing universal misery; the renewal of God's love by sending His Son; the manifestation of Divine love by Christ, and, the reward of those who responded, the saints in heaven. To secure this response from us, the Holy Ghost, the personal love between the Father and the Son, con-

tinues the work of Christ. What a wealth of motives for cultivating love.

*The Commandments* are bonds of love, signposts on the road to eternal happiness. Every Commandment indicates God's love toward us, every one is protection provided for us, God's children. Every Commandment of God or of the Church can be proposed as motivated by the love of God and deserving our love in return. An example will make this still clearer. "Thou shalt not kill" or "steal." Why this Commandment? Because God loves us intensely, He commands everybody not to hurt our health, life, or possession. Because He loves us, He does not tolerate that anyone should take what belongs to us and for which we have worked so hard. What God commanded others in our behalf, He also commanded us in their behalf. All men are dearly beloved children of the one Heavenly Father. It is evident that the development of the individual Commandments along these lines will afford a tremendous amount of motives and reasons useful in cultivating the emotion of love, and to raise it, occasionally to a passion.

*The Means of Grace* are the great gifts of the love of God. All that is great and glorious in God; all that God is in our soul, His union with us through sanctifying grace; His living within us by the Holy Ghost; and the consequences of the childship of God; all these truths may be utilized in cultivating love. To these thoughts may be added our familiarity with God through prayer, the communion with the saints through God, and the fact, that the more we love God, He will love and reward us.

*The Bible and Liturgy* are the history and picturization of the infinite love, patience, and mercy of God. The Old Testament recalls the discipline of fear and the New Testament the discipline of love as a result of the Redemption through Christ. Hence, the preference of New Testamental material for illustrations intended to cultivate love. It would lead too far to quote individual instances. Generally speaking, every chapter in Bible history furnishes fuel for love if properly proposed. The first Epistle of St. John is a very textbook on how and why to love God. And what about the liturgy?—What the mind grasps, the eye sees, and the ear hears, is intended to delight the heart. That is the object of the liturgy. It should prepare for the things to come that "no eye has seen, nor ear heard, nor have entered into the heart of man," the reward for those who love God.

The cultivation of the emotion of love should begin as early as possible in order that it may take firm roots in the human heart. Later years may require less emotional training, but cannot do entirely without it. The cultivation of the heart is a continued process and does not stop at a certain date or age. Some "moderns" may object that emotional training causes nervousness, hysteria, or even mental disorders, but this is



not to be feared with correct cultivation of love. This will bring about peace, happiness, contemplation, and, in rare cases, ecstasies.

The exercise of an emotional training is not as difficult as it might appear at the first glance. Some might wish a guide, perhaps a book. But this training is from heart to heart and not from book to head to heart. Individualism is best and will score the greatest success. It must be remembered that those constituted in holy orders—the only official teachers of religion—have the grace of ordination and frequently some great charismata accompanying it. Their teaching is a sacramental; grace accompanies it. But other teachers may also rely on the grace of God to help them. A simple but sympathetic presentation of the truths and their implications will reach the heart of a child. A God-loving teacher will form God-loving pupils. One

thing is certain: Whenever a catechist teaches with the love of God as his basis, no child needs to be called to attention. He will perceive the happiness and true joy of his hearers reflected in the smiles on the faces. He may also see tears and heads dropping on the chests. Not every teacher can bring about such a vivid play of the emotions, but that is not necessary. Much less is sufficient to deepen love and to make it more lasting.

Love is a single emotion, although it may have different objects. To love all and everything for the love of God is the ideal. The love of God necessarily includes the love of neighbor in order to be complete. And thus the fulfillment of the Great Commandment is realized: "Thou shalt love the Lord thy God . . . and thy neighbor as thyself." On this rests the whole Law and the Prophets.

## A Review of Research in Typewriting *Russell L. C. Butsch*

*Editor's Note.* This article presents the condensed suggestions of many studies on the teaching of typewriting. There is material for further study and for further guidance. This is a guide to the literature of the subject. It offers, too, a basis for discussion in teachers' meetings.

THE first published report of an experimental investigation in the field of typewriting is that of Swift, in 1904. (22)<sup>1</sup> This was a study of the learning curve, involving one subject, practicing an hour a day for forty-nine days. The number of words written in the hour was recorded and from these daily records the curve for the learning process was drawn. The conclusions include the following:

1. The learning process is irregular. Periods of advance and retardation alternate.
2. The acquisition of skill in typewriting is an exceedingly complex process.
3. The elements involved in this process do not have separate periods for their beginning and development. Both simple and complex factors come in early, but in different degrees of activity.
4. There are one or two periods of delay in which lower-order habits are automatized and preparation is made for a higher order.
5. Plateaus have at least two causes. They are resting places; the learner has overshot his permanent power and must wait until the automatization is perfect. They are also due to a slump in enthusiasm.

The next reported study is that of Swift and Schuyler (23) in 1907. In this case there was also one subject, but he used the touch method of typewriting, and followed the exercises in a typewriting manual.

<sup>1</sup>Numbers in parentheses refer to the bibliography at the end of the article.

He wrote for a half hour a day for sixty-six days. From this experiment the following conclusions were reached:

1. Repeated practice on a single sentence brought no increase in speed over a period of fourteen days.
2. There is a gradual decrease in the percentage of errors.
3. Writing the same copy over and over in successive practice periods has no influence on the number of errors.
4. Increased speed is usually associated with an increase in errors.

### A Comprehensive Study

The first really comprehensive study was reported by Book (6) in 1908. In his experiment he used eleven subjects, three "regular learners," three professional typists, four beginners, and a typewriting expert. Several subjects learned by the sight method, and some by the touch method. The learning curves were based on the total number of gross strokes made in the tests. On the basis of these curves, and the supplementary data obtained from the subjects, Book drew the following conclusions:

1. The curves are of regular type—they rise rapidly at first and then more and more slowly as an expert skill is approached.
2. There are marked fluctuations in efficiency from minute to minute and from day to day.
3. All curves show a number of short irregular periods of arrest, called "breathing places."

4. Most of them also show one or more longer periods of arrest, actual plateaus.

5. Variations in the curves were accompanied by fluctuations in attention and effort, and by definite changes in the learner's feelings and attitudes.

6. The special associations or habits of manipulation are developed in a definite order: first the use of old associations, then their reorganization as parts of higher and more economical groupings.

7. The separate factors develop simultaneously, but not all make steady gains at the same instant.

In 1910, Book published another article on this subject (7), with special reference to the direction of the work by the teacher. This article consisted simply of a reorganization of the earlier studies, and of a theoretical discussion.

In 1912 a comprehensive discussion of this same subject was published by Richardson (20). His article consisted mainly of a summary of the studies up to that time.

#### Some Short Tests

In 1913 a study was reported by Hill, Rejall, and Thorndike (16), of the learning curves in the case of two subjects who worked for five months. In this experiment the subjects wrote the same number of words each day and kept a record of the time required. Their conclusions from a study of these curves are:

1. There is a rapid initial rise.
2. After the first few days the curves are almost a straight line, and do not show the parabolic form.
3. A memory test after four and a half years showed very great permanence of the old learning.

The next investigation to be reported was that of Bradford (9), in 1915. He studied the learning curves of four subjects who wrote their copy each day, first from visual stimuli, then from auditory, and finally from a combination of these. They used three-letter syllables, words, sentences, and finally some continuous matter in their tests. The principal conclusions are as follows:

1. The zigzag order is a very natural one in the learning process.
2. Learning to typewrite consists of very complex mental processes which necessitate absolute concentration of the attention.
3. Work done late in the evening is not as efficient as that done earlier in the day.
4. The guide to success in this activity is good mental and physical condition and an agreeable attitude toward the work.

#### Effect of Environment

In 1916 there was reported the first study of typewriting which was not directed toward a consideration of the learning curve. The investigation carried on by Wells (26) was for the purpose of studying the symptoms accompanying success in typewriting, and the

effect of time of day, work period, techniques of operation, etc. He used for his subjects two experienced operators. They were given certain tests, first on their regular work, and then on special material. Electrically operated recording devices were connected with the machine in such a way as to make a record of all work done. From this study he drew the following conclusions:

1. The ratio between the time required to operate the carriage return and the time required for the ordinary stroke was 5:5 for one subject and 7:3 for the other.
2. Correlations between speed and accuracy are .44 and .54 for the two operators, respectively.
3. An error usually causes a block—that is, a disturbance in the writing.
4. Both speed and accuracy average better at the noon period than at the morning period.

#### Kinds of Errors

In 1916 Kjerstad (19) reported an experiment which had a twofold purpose; first to study the learning curve, and second to study the kinds of errors, and their causes. He used four subjects, who practiced half an hour a day. The entire practice material was considered in both parts of the study. The following conclusions were drawn:

1. There is a somewhat regular, rapid, and continuous advance in the early stages of the learning.
2. Following this there is a period of less rapid advance within which are shorter periods of very rapid and very slow or no advance.
3. Those who go beyond 108 strokes a minute experience another rapid and continuous advance.
4. There was no correlation between the curves for the different types of practice (practice sentence and copy material).
5. The curves on the same type of material were very similar for the different subjects.
6. There is no correlation between increase or decrease in speed and in percentage of error.

In the same year (1916) Batson published an article on the Acquisition of Skill (4), in which he included a summary of the work done on learning curves in general, including those in typewriting.

#### Classroom Studies

The first study of typewriting which attempted to portray conditions more nearly as they existed in the actual classroom learning of typewriting, rather than under unnatural laboratory conditions, was published in 1916 by Chapman and Hills (13). They studied the learning curves of a class of pupils working in school. Five-minute tests were given once a week. One group was studied from the point where they had had 20 hours of practice to the point of 100 hours of practice; and another group from 75 to 165 hours of practice. The conclusions are as follows:

1. In the period from 20 to 100 hours of practice, all but three subjects show positive acceleration.

2. In the period beyond 75 hours, all showed negative acceleration.

In 1917, Rogers (21) published a study which had for its purpose the discovery of a test or series of tests which could be used to predict success in typewriting. He gave the following tests to his subjects: verb-object, agent-action, action-agent, color naming, missed relations, directions, number checking, form substitution. The scores on these tests were then correlated with scores made on a typewriting test given once each month for six months. Correlations were also obtained with ability in shorthand and in grammar. The correlations with typewriting varied from .00 to .57, for one of the last months, which was fairly typical of all. The multiple correlations, using from three to six of the tests, varied from .56 to .63. Among the conclusions were the following:

1. The best battery of tests to predict ability in typewriting is made up as follows: verb-object, color naming, number checking.

2. None of the tests which were combined to give the best correlations with typewriting give the best correlations with stenography and grammar.

3. In general, the tests showed a higher correlation with final ability than with ability in the early stages of learning.

In 1919, Chapman (12) published a continuation of the experiment which he began with Hills, as reported in the foregoing, covering in all a period of two school years. His conclusions are as follows:

1. The individuals reaching after the same period of practice the same degree of skill do not by any means learn in the same manner.

2. There is no fundamental or typical curve to which all individual curves approximate.

3. Short plateaus are present in the curves of many individuals; they do not occur at fixed places which are the same for all.

4. Some show distinct positive acceleration in improvement in the period from 20 to 60 hours.

5. The average for the whole class showed a straight-line curve for the period of 90 hours of practice. At that point there was an abrupt turn, and the curve from there on was nearly horizontal.

6. Correlations of initial speed, intermediate speed, and final speed with each other are practically .66 in each case.

### The Learning Curve

In this same year (1919) Thurstone (24) published an article in which he attempted to determine whether or not there exists a common learning curve for this activity, and, if so, to find its equation. He used the records of 51 subjects, who were studying typewriting in school. They were given tests at regular intervals, and their gross scores were combined into one curve.

Several subjects whose curves did not approximate the general form had to be omitted. His conclusions were as follows:

1. The learning curve of typewriting is a parabola, of the following equation: 
$$Y = \frac{216(X + 19)}{X + 148}$$
, where

$Y$  is the average score, and  $X$  the number of pages of practice.

2. The predicted limit of practice was 216 words in four minutes.

3. When speed was plotted against the number of weeks of practice, the curve was of a different form—first positive acceleration, then a point of inflection, then negative acceleration.

In 1920 there was published a study of the individual differences in finger reactions, by Gatewood (15). This experiment attempted to determine the time of reaction of the several fingers. The results are summarized as follows:

1. The fingers of the right hand are faster than the fingers of the left hand; they are also slightly better in accuracy.

2. When two fingers react in immediate succession, as in typewriting, the speed at which a given finger reacts will vary, depending upon the other finger which reacts before or after it.

3. Two-finger reactions—the reactions of two fingers in immediate succession—are faster than single-finger reactions, and are more accurate.

4. Two-hand combinations are faster than one-hand combinations.

5. Individuals differ in speed and accuracy of finger reactions.

(To be concluded)



### A COMPLETE EDUCATION

Herein lies the superiority of Catholic education of which we have already spoken: It consists essentially in this that the philosophy on which it is based is true. It studies human life in all its aspects—physical, psychological, social, civic, vocational, cultural, moral, and religious. It sees man as a whole and seeing him thus finds no difficulty in establishing a hierarchy of values in the things that are of concern to man. And so with his education. Education from the Catholic viewpoint is the formation of the whole man. In that formation no phase of man's life can be neglected. On the other hand, common sense suggests that varying emphasis shall be placed on the realization of the different purposes of human living according to the relative importance of those purposes; hence, Catholic educators offer no apology for placing the religious and moral training of the child above all other objectives. In so doing they are but following the advice and the example of the Master Teacher Who is Christ. But this does not imply a neglect of the other phases of the child's training. The principles of Catholic education are broad enough to provide a basis for every reasonable objective that has so far been proposed, whether it be social service, sound health, wholesome family life, economic efficiency, good citizenship, or profitable leisure. — *Rev. Edward B. Jordan, D.D.*



# The Ideal Educator: III. The Christian Educator as a Religious

## *Brothers of the Sacred Heart*

*Editor's Note.* This is the conclusion of a series of three papers by the Brothers of the Sacred Heart. The work has been translated from the French by Brother Louis Joseph of St. Joseph's Novitiate, Metuchen, N. J. The first part of this article appeared in the September, 1931, issue of THE CATHOLIC SCHOOL JOURNAL.

### 7. Humility

With meekness, humility is the dominant virtue of our Divine Model; it forms as it were the foundation of the attributes of His Heart. It seems as if this virtue were His Name, His own seal, His distinctive sign which made St. Augustine say, "To name Jesus Christ is to point out humility." We shall never be His true followers if our ideal is not the generous and constant practice of this virtue.

What are the qualities of this virtue called by St. Thomas, "the foundation of the whole edifice of the Religious life"?<sup>1</sup> It must be a positive humility or of self-denial. It consists in the renouncement and abnegation of the whole self, to live in entire submission to God. This humility does not forget that all we have of qualities, talents, graces we owe solely to the Divine liberality. No doubt, there is in us a beautiful, noble, almost divine side—God's graces, His virtues, even His holiness, are in our soul; the Holy Spirit, Jesus Christ, the Blessed Trinity dwell there and in the eyes of the angels it must be a ravishing spectacle; but this splendid wealth is God's, and to appropriate it to ourselves as coming from us would be to imitate Lucifer.

There is also a negative humility or a humility of abjection. By original sin, by the state in which it puts us before God, by our personal faults, this negative humility will ever remain a duty for everyone. A nature tainted by sin, a mind immersed in darkness, a heart leaning toward vile instincts, a will incapable of itself of doing anything virtuous: behold, our own property! We do not dwell on it to discourage us or to become despondent at the realization, but to feel more keenly the absolute need we have of God and thus find in our very weakness, a source of confidence and strength.

In the third place, humility must be interior or of the heart. To feel our heart suffer in the midst of trials and yet to love always what God wants; to realize without despondency the causes of contempt which we carry within ourselves, and accept this contempt as legitimate; not to show off but to rejoice when our neighbor is praised; to receive humiliations as a gift of God Who allows us to be humiliated only for our benefit; finally to love with a filial affection, all the manifestations of the Divine Will, it is to possess the

humility of the heart which becomes a never-failing spring of heavenly goods.

To the above we must join the humility of mind or of intellect. It consists in believing sincerely that we are the least and the most despicable of creatures; that, of ourselves, we are but nothingness and misery, ignorance and depravity; to think, speak, and act in conformity with these sentiments. Thanks to this humility of intellect, the heart remains calm and confident in trials under the cross, in the midst of absolute desolation, because it is convinced that it is always less chastised than it deserves. Through it, peace and repose are secured.

Thus understood and practiced this fundamental virtue procures for our soul precious advantages: It unites us to Jesus Christ because we offer no resistance to His grace, hence God comes nearer and nearer to us. On the contrary "a haughty and self-sufficient man has no head" and between him and the Divine Model there can be no union. "If he has no head," adds St. Ambrose, "it is because he does not imitate the humility of Jesus Christ." It is a source of light. "The humble man deserves to be guided by the light from on high." (St. Augustine.) "The humble man sees things as they are in themselves." (St. Bernard.)

It is a source of strength. "All strength is in humility; it is the source of strength because pride is essentially weak." (St. Augustine.) "I can do all things in Him Who strengtheneth me." (St. Paul.) "And the Lord said to me: 'Say not: I am a child. . . Be not afraid of their presence: for I am with thee to deliver thee'" (Jeremias, i. 7-8). It is a source of graces. "The rains of grace fall on the humble, as the waters flow from the hills." (St. Augustine.) "He that shall humble himself shall be exalted." (Matt. xxiii. 12.) "Humility is a balance, the more it is lowered on one side, the more it rises on the other." (St. Curé d'Ars.) "As a shadow follows him who flees from it and flees from him who runs after it, in like manner, glory comes to him who despises it and flees from him who seeks it." (St. Jerome.) "It is to humility that the great Apostle owed all his success." (St. Augustine.) We want to be loved by God; we aspire even to the love of men to reach their hearts and do them good, the secret is: let us be humble.

### 8. Obedience

Obedience is a sublime virtue; it is a source of treasure for the Religious soul; it may be called the thermometer of perfection; it is a virtue preferred to any kind of work whatever by the saints. Its great-

<sup>1</sup>Note: Faith is no doubt the foundation of the spiritual life, but it is through humility that we arrive at faith.

ness, necessity, and benefits derived from its observance will be better shown and more clearly presented in the following quotations: St. Gregory the Great, "Obedience is of a greater value than the bloody victims of the Old Law, because, in those sacrifices, matter foreign to the subject is offered whilst by obedience the will itself is immolated." Pope John XXII, "Poverty is an excellent thing; virginity is something better still, but obedience faithfully kept is a good above all the rest. By the first virtue we sacrifice external goods, by the second, the pleasures of the body, but by the third the heart and the mind are immolated." St. Thomas, "Obedience is superior to chastity for three reasons: Because by means of the vow of obedience, we sacrifice ourselves with our will and judgment; obedience unites us intimately to our end which is God, for by it we are closely and continually bound to His Holy Will, but especially because it includes the practice of all virtues." Blessed Egidius, one of the first disciples of St. Francis, "I prefer to obey a superior for the love of God rather than to obey God Himself for, he who obeys the representative of Jesus Christ, would for a stronger reason obey Jesus Christ Himself were He to command in person." St. Augustine, "Ten thousand prayers of the disobedient are not worth a single action of the obedient religious." St. Dorotheus, "Not only the advices but the voice of the superior frightens the devil and even the resolution formed by the religious to have recourse to his director puts the enemy to flight."

The best means to tame the rebellious flesh, to triumph over the passions is the practice of obedience. No one can master any passion, be it anger, despondency, or any other, no one can acquire humility, charity, or perseverance unless he submit his will to that of his superior. St. Vincent Ferrer says, "It may be true that your superior is a man less enlightened than you in spiritual things, but do not keep away from his direction and do not justify your own conduct for whoever your superior may be, there is nothing to fear for your perfection. He may err, but you in obeying can never err." St. Teresa, "I may be mistaken in revelations, but in obeying I know I shall never make a mistake." St. Gregory, "The truly obedient is he who never thinks of examining the motives of his superior, who never discusses the command he receives, and who has submitted his whole will and business to the one above him." St. Bernard, "Do away with self-will in man and there will be no more hell." St. Francis of Assisi, "I consider a great grace the disposition in which I am to obey, with as much care, submission, and respect, a novice of an hour who would be given me as a guardian as I would do to an old and prudent father." St. Mary Magdalen of Pazzi, "A single drop of perfect obedience is worth a million more than a tumblerful of the most sublime contemplation." St. Bonaventure, "The whole perfection of the religious state consists in the giving up of one's own will." St. Gregory, "By obedience all the virtues enter the soul and are preserved therein."

St. Teresa, "God requires only one thing from a soul resolved to love Him: Obedience. The devil knows this well." Father Sertorius, "Obedience equals martyrdom." Cassian, "Mortify your will and your vices will disappear." St. Alphonsus; "The Blessed Virgin revealed to one of her servants that Jesus died with a special affection for the obedient."

Our Blessed Lord Himself shows us the sublimity, the beauty of obedience, in those words He spoke to the faithful apostle of His Heart, St. Margaret Mary, "Know, My daughter, that I do not consider Myself offended on account of all the struggles and oppositions which you are experiencing through obedience, because I love this virtue. I have given My life for it and without it you cannot please Me. This is why I want you not only to obey but that you do nothing without the permission from your superiors."

### 9. Fraternal Charity

This is the beloved virtue of the Master, the one He wants to give as a distinctive mark to all His friends. "They will know that you are My disciples if you love one another." It is the queenly virtue, it fills with happiness the religious houses where it is in honor; it permits the soul consecrated to the perfect life to sing the enthusiastic canticle of St. Bernard, "O religious life, life truly happy, angelic, heavenly life, O cloister, monastery, camp of God, strengthened on all sides by a holy discipline, thou art truly the house of the Most High and the gate of heaven!" This admirable virtue is a participation and a communication of the charity with which God loves us and loves Himself. "The same Divine Fire which burns in the Divine Persons of the Most Holy Trinity spreads over us, inflames us with love for God and next expands over our fellow Religious so that the same fire burns and consumes with love our God Who is its principle and our souls which are its object and all the souls willing to submit to its benefiting and sanctifying action." (St. Thomas.)

Therefore, nothing more divinely merciful and glorious can be conceived. The greatness of charity is almost incomprehensible for all is summed up in charity, all is completed and consummated in charity. Faith and hope tend to charity. All virtues find their perfection in charity.

A closer study of this virtue will help us to esteem it more and to practice it faithfully. We must begin by proving its obligation and necessity. The love of the neighbor forms a part of the essence of perfection for St. Thomas says, "Charity has not only God for its object but the neighbor as well; it is by the same act that one loves God and his neighbor." Perfection which is but charity in deeds requires the love of others. Fraternal charity is thus obligatory since it forms part of religious perfection. A further reason is that our Divine Model made it the object of a special commandment, "A new commandment I give unto you: that you love one another as I have loved you" (John xiii. 34). As Religious, we ought to excel in fraternal charity, if not,

we have not understood the first word of the devotion to the Sacred Heart Who is all love and Who, from us, asks a like love; i.e., a universal love.

Furthermore, charity is most excellent. We shall never know enough the eminent excellence of this virtue, we shall never believe firmly enough that charity is a theological virtue. Let us always proclaim with deep conviction what St. John affirms in one of his epistles that the proof of our love for God is our love for the neighbor. Let us make ours these words of St. Augustine, "Charity is the true note of the children of God." Bishop Gay thus develops these words of the Doctor of Hippo, "Show me," says he to Religious, "Show me your religious habit, your frugal table, your rude discipline, your emaciated body; speak to me of your vigils, of your long prayers and numerous meditations; tell me that God fills you therein with ineffable consolations and that from all you receive great lights: I do not know by this that you are really a child of God, I have not the real proof. But let me see your charity, prove to me that you love your neighbors, that you love them sincerely, efficaciously, that you love them all and always, then I shall know, without doubt, who you are, whence you come, whither you are going. I know you are from God, that you are going to God. I know that you believe in Christ, that you love Christ, that you glorify the Father of Christ and that you belong to the Holy Ghost; this is true justice, this is true religion, this is true perfection whilst awaiting the true beatitude."

But to be true, what qualities must fraternal charity have? First it must be an interior charity, which might be called charity of mind because it is a necessary preparation, a foundation to affective and effective charity centering in the heart. It is shown in a supernatural esteem for our fellow Religious on account of the wonders of grace wrought in their souls, the sublime dignity to which they are raised by the Divine Love, the inestimable value that their title of "Temples of the Holy Ghost," supposes. It is proved also by the favorable judgment we pass on all their actions, supposing in them none but excellent intentions, even in the possible case in which the act would be bad, willing to guide one's self only by these words of the Master, "Judge not and you shall not be judged" (Luke vi. 37).

However, much higher is the charity of the heart. St. Paul tells us of the duty of this kind of charity when he says to the Corinthians, "Who is weak, and I am not weak? Who is scandalized, and I am not on fire?" (II Cor. xi. 29.) "And if one member suffer anything, all the members suffer with it: or if one member glory, all the members rejoice with it" (I Cor. xii. 26). To avoid all harshness, cold indifference, resentment, rancor, spite, calculated aversion, haughty and despising silence; to be full of condensation, compassion, benevolence; to suffer with the afflicted and rejoice with the joyful; to pray frequently for those who share our daily life: this is what charity of heart requires from a soul truly religious.

Charity of mind and heart show their effectiveness in words and in manners. In these words, St. Paul has expressed the great good we could do in words, "Let every one of you please his neighbor unto good, to edification" (Rom. xv. 2). But here, we will insist especially on what we should avoid in order to remain faithful to fraternal charity. Detraction is its chief enemy in religious houses; we will not mention calumny or slander, for it is hoped that such will never cross the threshold of a religious house. Be it an offspring of jealousy, spite, or simply an evil habit of a bad character, detraction is a plague. We read in Ecclesiasticus, "Hedge in thy ears with thorns, hear not the wicked tongue, and make doors and bars to thy mouth" (xxviii. 28). "Blessed is he that is defended from a wicked tongue, that hath not passed into the wrath thereof, and that hath not drawn the yoke thereof, and hath not been bound in its bands. For its yoke is a yoke of iron: and its bands are bands of brass. The death thereof is a most evil death: and hell is preferable to it" (xxviii. 23, 24, 25). "Many have fallen by the edge of the sword, but not so many as have perished by their own tongue" (xxviii. 22). "The stroke of a whip maketh a blue mark: but the stroke of the tongue will break the bones" (xxviii. 21). "He that harkeneth to it shall never have rest, neither shall he have a friend in whom he may repose" (xxviii. 20). "The whisperer and the double-tongued is accursed: for he hath troubled many that were at peace" (xxviii. 15). "The tongue of a third person hath disquieted many, and scattered them from nation to nation" (xxviii. 16). In the book of the Proverbs we read, "A man that is an apostate, an unprofitable man, walketh with a perverse mouth" (vi. 12). The Apostle tells us, "Jesus Christ did not seek His own ease." In these words are summed up our fraternal duties. We have daily occasions to practice charity, living as we do with so many different characters, temperaments, with the sick, the afflicted, the infirm, the discouraged or even with souls which at times we find too expansive, too light-headed, or too much given to exterior things. For a soul which wants to be led above all by charity this is a constant source of self-immolation and likewise a source of great merit. For it is in these inconveniences and this self-denial which may be called of every instant that the religious soul follows more generously and very closely, Jesus the Victim, the Lamb unceasingly immolated.

We will now listen to what some of the saints have said about this virtue, this adornment of the Religious. St. John, "In this we have known the charity of God, because He hath laid down His life for us: and we ought to lay down our lives for the brethren" (I Epis. iii. 16). "And the multitude of believers had but one heart and one soul" (Acts iv. 32). St. Cesarius, "Have but one mind and one heart, mutually honoring God, because by His grace, you are the temples thereof." Father Faber, "If any one habitually thinks of another with kindness, he is not far from being a saint, and the beauty of his soul is unutterable." Ven. Fr. Eymard,



"Remember that which troubles most at death, besides the thoughts against chastity are thoughts against charity." St. Vincent Ferrer, "Disquietude at death is the pain that always follows sins against charity." St. Apollonius, "Adore your brothers when you meet them and know, it is not they whom you adore; your veneration goes to God Who resides in them, for if you have seen your brother, you have seen Jesus Christ." St. John (I Epis. iii. 14, 15): "He that loveth not abideth in death. Whoever hateth his brother is a murderer." St. Jerome: "Without charity, religious houses are a hell." St. Paul (Rom. xiii. 8): "For he that loveth his brother hath fulfilled the law." Hugh of St. Victor: "To be united in a place without being so in heart is a torment; to be united in heart without being so in place is virtue; to be united in heart and place is felicity." St. John (I Epis. iv. 7): "Dearly beloved, let us love one another; for charity is of God. And every one that loveth, is born of God, and knoweth God." St. Paul (I Cor. i. 10): "Now, I beseech you, brethren, by the name of our Lord Jesus Christ, that you all speak the same thing, and that there be no schisms among you; but that you be perfect in the same mind, and in the same judgment." St. Ignatius, Martyr: "Nothing is better for you than to live in a pure and inviolable unity: it is the infallible means to participate always in God." St. John (I Epis. iv. 16): "And he that abideth in charity, abideth in God, and God in him."

Therefore, let us conclude with these words: Be all united; live in harmony; live in fraternal love. Do not live simply near one another, but live for one another. Let your hearts, directed by the Holy Spirit, be likened to the source from which life flows and the hearts of all those who surround you receive these effusions of divine charity. Go to the souls who have a heavy cross, to help them bear it courageously; love them to make them love God; and yourself loving Him along with them, will love Him the more, for the necessary and supreme end of love which unites creatures to one another and their union with Jesus, is their union with God.

### 10. Family Spirit

By family spirit we understand that general disposition keeping alive in us an intimate, expansive, and tender love for the congregation to which we belong, its superiors, fellow religious, and for all that pertains to the life of the religious entity. A soul living by this spirit, makes of his monastery, his family and country, the land of predilection where it wants to live and die and from which it wants to ascend to heaven. Certainly we must love, venerate, exalt all religious communities since all of them are precious adornments to Holy Church, the chosen and well-beloved part of Christ's flock. We must reverence them all as rich jewels and rare pearls forming one of the most ravishing accidental beauties that the Heavenly Jerusalem has in reserve for us. And yet, in our inner soul, heart, and life, there is and must be for our institute something stronger, more felt, more passionately affectionate. We

should love our own beyond all others. "We frankly avow, if you wish, that other congregations are better than ours: but not, however, more amiable and more desirable for us since our Lord has willed that it should be our home and our bark." (St. Francis de Sales.) We cannot proclaim too highly, how precious is this family spirit all permeated with affectionate respect, sincere friendship and mutual confidence. How it groups in a powerful unit all the members of the congregation to help one another to attain the same end, making use of the same means! It becomes the bond of union, peace, concord, the fruitful source of abnegation and devotedness, the sure guarantee of prosperity and strength.

To be worth while the family spirit must possess the following qualities: First, it must be a spirit of meekness and of humility. We have to draw near the Sacred Heart; He is our Master and Model. And how could we love this Divine Heart, how could we simply go near Him if these two virtues He loves so much did not form our dominant characteristic? *Mitis et humilis* are the special virtues of every Religious.

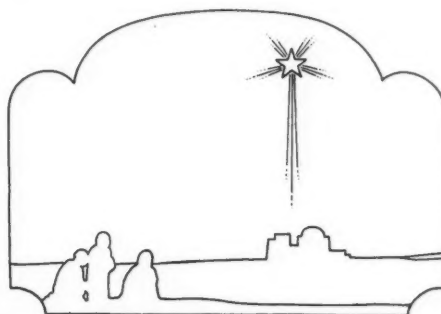
Secondly, it must be a spirit of love. We shall never love enough this religious family which on earth provided us with everything. We must be enthusiastic about everything pertaining to it, but most especially about its history, troubled beginnings, work proper to it, sufferings and development; its name so grand and escutcheon so noble and inspiring; its distinctive habit, a most glorious livery; its members, those with us who still carry on the fight and those who have laid down their arms, sing near God the triumphal canticle; its constitutions and rules the greatest means which a kind Providence has reached to enable us to become saints; its books and publications which should ever be appreciated because indeed they truly come from "home"; its feasts, especially those referring to the Sacred Heart, the Blessed Mother; its patrons and protectors and in a special manner St. Joseph and the holy Angels. Our work near childhood requires these two devotions for to them we must often recommend the children confided to our care. Educators ought to have a special devotion also to St. John the Evangelist. According to Bourdaloue a threefold character distinguishes him: he was the beloved disciple of the Savior; he made the holiest use of his Divine Master's favors by communicating to the whole Church what he had drawn from the Source of all light and grace when he reposed on the Bosom of Jesus and although the favored disciple, he was neither spared more than the others nor exempt from sufferings. Since we want to be the special clients of the Sacred Heart, we ought to add to our particular devotions that to St. Margaret Mary. In this beloved virgin of Paray we ought to admire and imitate her ardent love for the Blessed Sacrament, her tireless zeal for the spread of the reign of the Sacred Heart, her love for humility and the hidden life, her passionate desire of suffering, her obedience so perfect that Jesus Himself praised it on many occasions.

## Conclusion

Closely grouped around Jesus our Father, Mary our Mother, let us give to the selfish world the example of a model family, sweet and glorious resemblance of the Holy Family at Nazareth and let us have but one wish: to live united on earth, to reunite above in a more loving union still and in the bosom of which, inebriated with happiness, we will sing in the "perpetual eternities" the hymn of love which so frequently reëchoed on earth: *Ametur Cor Jesu!*

## VITALIZE RELIGION

We can propagate the truth. We have it. Why can't we forward it? Primarily, because our religion courses are mainly academic. Our science departments have laboratories; for the drama we have the workshop; the student teacher experiments in the classroom. Theories precede practice; but where is our religious activity period? There are arrangements for public speaking, debating, class meetings, but what time except the half hour lunch period is left for religion? The actual workshop in life is prepared for only by an academic course in religion, instead of a program of religious activity.—*Very Rev. Gerald A. Fitzgibbons, S.J.*



1932 JANUARY 1932

[illegible]

# The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph. D., LL.D., Editor

## Advisory Committee

- REV. JOSEPH F. BARBIAN, Diocesan Superintendent of Schools, Milwaukee, Wis.  
 FRANCIS M. CROWLEY, Ph.D., Dean, School of Education, St. Louis University, St. Louis, Mo.  
 BROTHER DENIS EDWARD, F.S.C., Ph.D., LL.D., President, St. Thomas College, Scranton, Pa.  
 JOHN J. DONOVAN, Architect, Member of the American Institute of Architects, Oakland, Calif.  
 WM. L. ETTINGER, M.D., LL.D., Superintendent of Schools Emeritus, New York, N. Y.  
 BROTHER EUGENE, O.S.F., Litt.D., Supervisor of Schools, Brooklyn, N. Y.  
 REV. KILIAN J. HENNRICH, O.M.CAP., M.A., Director-General, Catholic Boys Brigade of U.S., New York, N. Y.  
 REV. GEORGE JOHNSON, Ph.D., School of Education, Catholic University of America, Washington, D. C.  
 REV. WILLIAM R. KELLY, M.A., Executive Secretary, Catholic School Board of New York, N. Y.  
 REV. FELIX M. KIRSCH, O.M.CAP., Litt.D., Sacred Heart Rectory, 1032 Virginia St., Charleston, W. Va.  
 REV. RAYMOND G. KIRSCH, M.A., Principal, Toledo Central Catholic High School, Toledo, Ohio.  
 REV. WILLIAM J. MCGUCKEN, S.J., Ph.D., Regent of the School of Education, St. Louis University, St. Louis, Mo.  
 REV. RICHARD J. QUINLAN, S.T.L., Diocesan Supervisor of Schools, Boston, Mass.  
 BROTHER RAYMUND, F.S.C., M.A., LL.D., La Salle Academy, Providence, R. I.  
 REV. AUSTIN G. SCHMIDT, S.J., Ph.D., Dean of the Graduate School, Loyola University, Chicago, Ill.  
 BROTHER JOHN A. WALDRON, S.M., M.A., M.S., St. Mary's Academy, 112 College St., San Antonio, Texas.  
 REV. J. M. WOLFE, S.T.D., Ph. D., Superintendent of Diocesan Schools, Dubuque, Iowa.

## Entering Wedges

We shall reserve for next month the full consideration of the problems of the relation of the Federal Government to education. We publish this month the minority report of Monsignor Pace and Father Johnson of the President's Advisory Commission on Education, and make an editorial comment here.

There is an argument we hear so often even by opponents of Federal control, or interference in education, for the dignifying of the officer of education in the United States Government by placing him in the President's cabinet. We must raise him to the cabinet of the President to give him dignity and prestige. The leader is not going to confer prestige and dignity on the office, but the office is going to confer dignity and prestige on the man. Perhaps, one not unaware of recent facts, might say that the new Secretary will be able to get even better jobs in educational institutions than the old commissioners. Certainly some of these commissioners needed the prestige.

But the more fundamental reason back of the opposition to the Secretary of Education in the President's cabinet is that it is a formal recognition of what has been done apparently from expediency, certainly not from principle. In short, we have the entering wedge. It is the century-old lesson of legislation. Publics have committed themselves to many propositions innocently in this fashion, and the thing grew to proportions in which its origin was lost.

Here we set up a great public instrumentality. We give it one of the greatest positions in the American Government. We dress it up with prestige. We give it dignity. We give it the trappings of power. But there it is, all dressed up and no place to go. Don't you think it will go somewhere? And the "easiest way" is in the direction of control, supervision, and interference. So, if we don't, in our hearts, want it to go that way, why does it plant its foot on the road that leads inevitably that way? Why?

## Love and Knowledge of God

We are glad to call special attention to the contribution this month by Father Kilian J. Hennrich on the Guidance of Adolescents. There is in it an emphasis, a point of view, and an objective that is too often neglected in a great deal of the discussion of the teaching of catechism. Father Kilian very properly says:

The catechism sets forth the science of religion and applies this science to actual life, and so forms the basis for correct living. But greater than that is love, the union of the soul with God.

The lack of effectiveness, and perhaps some of the leakage which has been so dramatically presented recently may be due in part to our method of teaching religion. Is there not within the experience of every one of us situations and teachers and classrooms of which the following words are a very accurate description?

The cultivation of the emotion of love—love of God, in particular—is very little considered in modern catechetical works; in fact, most of them give it consideration only when treating certain doctrines. Unless it is brought in continuously and persistently, it is perfectly natural that after perhaps ten years of religious instruction, a practical Catholic life does not result. Religion was taught like a science, love was treated topically like heat in physics—and, in after-school life, it is compared with science and is considered not worth more than reason does support. This might not be so bad if reasoning would always be correct. In such a case, religion would have nothing to fear. But reason, influenced and warped by modern pseudoscience, is the worst criterion to be applied to supernatural religion. The evil consequences, not so much of total lack of instruction but of total absence of fervent love of God, are constantly before our eyes.

But Father Kilian does not make the mistake of setting the love of God over against the knowledge of God. All the instruments of what may be called the science of religion must be made effective in the teaching of love. Our aims should be that our love should abound more and more in knowledge. The creed is a great epic of God's love. "What a wealth of motives"



Father Kilian exclaims, "for cultivating love." The commandments are bonds of love, signposts on the road to eternal happiness. Every Commandment is a manifestation of God's love for us. The means of grace are the great gifts of the love of God. The Bible and liturgy are the history and picturization of the infinite love, patience, and mercy of God.

The love of God must go along with the knowledge of God. The abstract teaching of the science of religion via the catechism does not adequately fulfill the purposes of teaching religion. It is too often inert, lifeless. It may clutter up the mind even in the way of a proper understanding of religion. It does not achieve the ultimate objective. How are we to identify the disciples of Christ? At least one identification was that they love one another.

### Effective Catholic Lay Action

Catholic Action is a great thing — one of the saving things in the Church. We have abundant organizations; but when we compare the tremendous possibilities of these numerous organizations and the achievements, we feel not merely disappointed but dejected. When we read their own reports of their achievements, hope leaves us.

The Knights of Columbus is undoubtedly one of the biggest and potentially most serviceable of the instrumentalities of lay Catholic Action. We see, at times, its tremendous dissipation of energy in futile lectures, card parties, and carnivals. And, on the other hand, we see such hopeful things started as discussion groups. But the most encouraging thing that we have seen in a long time is a resolution of the Bishop Henni Assembly of the Fourth Degree (Milwaukee, Wisconsin). The resolution reads:

WHEREAS, The highest patriotic service to a nation and particularly to a democracy is the training of its citizenship into men of character, and

WHEREAS, The Pope in the recent Encyclical on the Christian Education of Youth says:

"Let it be loudly proclaimed and well understood and recognized by all, that Catholics, no matter what their nationality, in agitating for Catholic schools for their children, are not mixing in party politics, but are engaged in a religious enterprise demanded by conscience. They do not intend to separate their children either from the body of the nation or its spirit, but to educate them in a perfect manner, most conducive to the prosperity of the nation. Indeed a good Catholic, precisely because of his Catholic principles, makes the better citizen, attached to his country, and loyally submissive to constituted civil authority in every legitimate form of government."

Therefore Be It Resolved by the Bishop Henni Assembly of the Fourth Degree that as a major service in carrying out the fundamental patriotic purpose of the Fourth Degree it organize a standing Committee on Higher Education to be devoted; first, to the problem of cultivating among our own membership an informed attitude toward Catholic Higher Education and Educational Institutions, and a sound practice with reference to it and to them, and to the problem of the promotion and stimulation generally of the higher education of Catholic laymen and laywomen in Catholic colleges and universities by assisting in spreading the gospel of Catholic

higher education, by recruiting students for these colleges and universities, and by coöperating in practical ways with the institutions to the end that there may be promoted a leadership both intellectually trained and spiritually nourished to help bring about in and through the American democracy a Christian civilization.

Here we see the perception of a great fundamental need and service in the creation of a Catholic civilization. We see a perception of the things that can be done, and the coöperation that is possible. We see the machinery within the organization to realize these insights. Will it function? Will this be like a great many of our laws, dead letters? Or has it in it the spirit which giveth life? We shall see.

### Raising Pertinent Problems

A very real problem is presented by Sister Joseph Mary in her paper published in this issue on waste in small high schools.

She comes to a conclusion which very clearly she would fain avoid. She regrets the situation, but apparently is determined to face it, and to raise the issues which are involved in it. The paper is significant for the question it raises. Why are there almost two million or more Catholic children in non-Catholic schools? Are we developing the high school at the expense of the continued development of the grade schools? Are we putting teachers and money into small high schools that might very much more profitably be used elsewhere? Are we aware not only of the costs of the small high school, and the consumption of teacher energy, but also of its relative ineffectiveness? Will consolidation help to improve the situation as it has done in the public-school field, or are the high schools located in areas that cannot possibly sustain a modern high school with what it costs in money and teacher energy? Has diocesan control functioned effectively in guiding parishes or communities in their location program and finance of these small schools? What is the way to more effective control of the problem, and what is the way to a more comprehensive planning and utilization of existing resources of money and teachers?

These questions with the related ones, are those that are suggested by Sister Joseph Mary's paper. While solutions of these problems are not given in the paper, some are suggested, and others could be readily arrived at if we realized fully the problem and gave thought to it.

### Building on Research

We are publishing in this number an article reviewing the research work in typewriting. It places in a very convenient form an amount of information that could not be secured without almost endless hours of search. It is the type of article that we should like to place more frequently before the Catholic teacher. It enables him, as it were, Atlaslike, to stand on the basis of research in his field. We should welcome contributions like this in any other field of elementary or secondary education.

# A Curriculum in Religion

## Grade VIII—Christian Doctrine

*Editor's Note.* This is the final installment of the Curriculum in Religion prepared for the schools of the Archdiocese of Chicago, under the direction of Rev. Daniel F. Cunningham, diocesan superintendent of schools. It was worked out in cooperation with the graduate school of Marquette University.

The curriculum is being published here for the purpose of receiving constructive suggestions and to make it available to any diocesan authorities who may care to use it. Grades I to VI appeared in THE CATHOLIC SCHOOL JOURNAL from December, 1930, to May, 1931. Grade VII appeared in the September issue. The whole series may be obtained in book form.

### Main Interest: Christian Doctrine

**I**N the eighth year the emphasis becomes more definitely doctrinal than it has in any of the preceding years, though it is not solely doctrinal. The instruction definitely provides for the study and learning of the specific questions and answers of the *Baltimore Catechism*.

### Outline of Main Topics

The topics of study included in the seventh and eighth year shall be a definite organization of the material that they have learned in the more concrete situation of the preceding grades. The work of these two grades is one continuous unit. The line of division will vary with the different classes. The work in the eighth grade will begin with a comprehensive review of the topics covered in the seventh grade. The development of topics will be orderly, each one growing out of the preceding ones, and all will be related to life. Such an orderly development is contained in the following outline:

1. The Roman Catholic Church
2. Grace
3. The Sacraments in General
4. Baptism
5. Confirmation
6. Eucharist
7. Penance
8. Extreme Unction
9. Holy Orders
10. Matrimony
11. Sacramentals
12. Prayer
13. The Commandments of the Church
14. The Saints
15. The Angels
16. Summary: The Creed

### Scriptural Passages of Doctrinal Significance

There are certain passages of Scripture that have a doctrinal significance or are the bases of the Church's formulation of the doctrine. These passages, some of them learned in another grade, should now be reviewed and others added, and all memorized exactly. These passages should be placed in their context by the

teacher both as a help to understanding and to memory. The following list is minimum:

"So also is the resurrection of the dead.

It is sown in corruption, it shall rise in incorruption,

It is sown in dishonor, it shall rise in glory,

It is sown in weakness, it shall rise in power,

It is sown a natural body, it shall rise a spiritual body" (I Cor. xv. 42-44).

"I say to thee: That thou art Peter; and upon this rock I will build My Church, and the gates of hell shall not prevail against it" (Matt. xvi. 18).

"One body and one Spirit; as you are called in one hope of your calling. One Lord, one faith, one baptism. One God and Father of all" (Eph. iv. 4-6).

"I will give to thee the keys of the Kingdom of Heaven. And whatsoever thou shalt bind upon earth, shall be bound also in Heaven: and whatsoever thou shalt loose on earth, it shall be loosed also in Heaven" (Matt. xvi. 19).

"As the Father hath sent Me, I also send you. When He had said this, He breathed on them, and He said to them: Receive ye the Holy Ghost: Whose sins you shall forgive, they are forgiven them; and whose sins you shall retain, they are retained" (John xx. 21-23).

"Is any man sick among you? Let him bring in the priests of the church, and let them pray over him, anointing him with oil in the Name of the Lord. And the prayer of faith shall save the sick man; and the Lord shall raise him up: and if he be in sins, they shall be forgiven him" (James v. 14, 15).

"What . . . God hath joined together, let no man put asunder" (Matt. xix. 6).

"When the Apostles, who were in Jerusalem, had heard that Samaria had received the Word of God, they sent unto them Peter and John. Who when they were come, prayed for them, that they might receive the Holy Ghost. For He was not yet come down upon any of them; but they were only baptized in the Name of the Lord Jesus. Then they laid their hands upon them and they received the Holy Ghost" (Acts viii. 14-17).

"Going therefore, teach ye all nations; baptizing them in the Name of the Father, and of the Son, and of the Holy Ghost" (Matt. xxviii. 19).

"Unless a man be born again of water and of the Holy Ghost, he cannot enter into the Kingdom of God" (John iii. 5).

"When, therefore, they had dined, Jesus saith to Simon Peter: Simon, son of John, lovest thou Me more than these? He saith to Him: Yea, Lord, Thou knowest that I love Thee. He saith to him: Feed My lambs. He saith to him again: Simon, son of John, lovest thou Me? He saith to Him: Yea, Lord, Thou knowest that I love Thee. He saith to him: Feed My lambs. He said to him the third time: Simon, son of John, lovest thou Me? Peter was grieved, because He had said to him the third time: Lovest thou Me? And he said to Him: Lord, Thou knowest all things: Thou knowest that I love Thee. He said to him: Feed My sheep" (John xxi. 15-17).

### Practical Applications of Religion

Definite provision should be made that actual cases of life problems should be considered where there is no doubt about the application of the religious principle or doctrine. Some typical cases illustrating the Commandments of the Church and the sacraments are presented as samples:

1. Into what society does baptism admit one?  
May one, after joining, leave it at will?  
What are the conditions of active membership?
2. In a certain grade school which a few Protestant children attended, the teacher had been explaining the sacrament of baptism. At the noon recess, two of the girls had succeeded, as they said, "in baptizing" one of their Protestant friends despite her violent protests.  
Had they succeeded? Discuss.
3. Mr. Karz had never been baptized. On his deathbed he called for a Catholic priest and begged to be instructed and baptized before his death. After a brief period of instruction, Mr. Karz received the sacrament of baptism. He died immediately thereafter.  
What does the Church teach about the state of that man's soul?  
Would it not be better for all people to wait until they were about to die for baptism? Explain.
4. Thomas Bailey was frequently taunted by his school fellows because he never failed to remove his hat when he passed a Catholic Church and because he not infrequently stepped inside the church and made a brief visit.  
Discuss from Thomas' point of view and from his school fellows' point of view.
5. Dick Steven would very much like to begin the practice of receiving Holy Communion daily. However, he hesitates because of the many venial sins he commits day after day.  
Should this deter Dick from receiving Holy Communion daily? Discuss. How can Dick greatly overcome these defects?
6. On a questionnaire of a certain men's college they were asked "to please state frankly your own experience with frequent Communion." Here are some of the frank statements:  
"I seldom if ever commit a mortal sin on the days on which I receive Holy Communion. If I stay away from the Sacraments for several days I usually fall into many and grievous sins."  
"When I am receiving frequently, I am a soldier; when I am not, I am a moral traitor."  
"I cannot do without it now. I actually feel a physical difference when I neglect it for a morning."  
"I have received so many favors and such consolation from the practice that I feel that the old saying is true 'God can get along without you, but you cannot get along without God.'"  
For your own self, decide if this is your experience.  
Do you go to Holy Communion as frequently as you should?  
Would it not be possible for you to go to Holy Communion weekly? Daily?
7. Ned Black was caught in the act of stealing a large sum of money. He was arrested and sentenced. Ned was sorry he stole the money because he was caught.  
Ned has contrition. Is this contrition satisfactory for the reception of the sacrament of penance? Why?  
How must contrition be?  
Why should contrition precede the confession of sins?
8. Regina Walton is dangerously ill. The attending physician has advised her parents to call the priest. They defer, however, because they fear to frighten her. They carefully avoid speaking of anything that may make her realize the seriousness of her illness.  
Of what are the parents guilty?  
When should one call a priest?  
Some people have a false notion regarding the reception of Extreme Unction. They think that when one has received the sacrament of Extreme Unction he is sure to die.  
What is the purpose of the sacrament?
9. Bernard Quinn went to church on Sunday morning with the intention of hearing Mass. He was out late the previous evening, and consequently, fell asleep soon after Mass had begun and did not wake up until the Communion of the Mass.  
Did Bernard fulfill his obligation? Discuss.

Why does the Church exhort the faithful not to attend late Saturday night functions?

When may a person be excused from hearing Mass?

10. Mr. Kendall, a Catholic, was looking for employment in a large city. He did not have a penny left and was obliged to beg for food. On a Friday he was given a meat sandwich.

May Mr. Kendall eat the meat sandwich?

How would the situation differ if we were not in great need for food?

When you are traveling may you eat meat on Friday? Discuss.

11. John Cannon refuses to observe the fast and abstinence regulations during the Ember weeks because he claims that the Friday abstinence and the Lenten fast are sufficient.

Why is John, nevertheless, guilty of sin?

Why have the Ember weeks been instituted?

At what time of the year do the Ember weeks occur?

12. After a good confession and before receiving Holy Communion, Jack smoked a cigarette. Mary chewed gum. Mr. Jenden took a headache tablet. Some snowflakes blew into Jane's mouth.

Discuss each one's case. May they receive?

How does the law of fast oblige the sick?

13. Donald Brunner, 21 years of age, has a permanent position, is drawing a good salary, and has no one to support but himself. He feels that he is not obliged to contribute to the Church because his parents are regular contributors.

Why is Donald obliged to contribute?

How could Donald be led to understand his duty?

14. One Sunday morning Betty's mother was ready to go to Mass, when she heard that a neighbor was seriously ill and needed help. Instead of going to church she went to help the neighbor. Did she do right?

15. Marie was out to a dance all Saturday night. She was very tired on Sunday morning, but decided to go to Mass before returning home. She slept all during the services. Did she fulfill her obligation to hear a Mass?

16. There was no school on the Feast of Corpus Christi and John and William decided to go fishing. John thought that the feast was a holyday of obligation, but he did not attend Mass. Afterward he heard from William that he was not obliged to hear a Mass on that day, as it was not a holyday of obligation. John said he was glad to hear that, for now he did not commit a mortal sin by not attending Mass. William said it would be a sin for John anyway, because he had been under the impression that it was a sin when he decided to stay away. Who was right, and why?

17. Mr. Peale is a Catholic. He goes to Mass on All Saints' Day but refuses to let his servants go as they are being paid for their work. Has he a right to prevent them from hearing a Mass?

18. Mr. Mack works in an office and cannot get to Mass on the Feast of the Assumption unless he rises at 4:30. Is he obliged to hear Mass?

19. May you stay away from Mass on Sunday because you have a slight headache? a toothache? because you cannot find your Sunday hat?

20. A boy commits a sin which he has never committed before. He is thoroughly ashamed of himself, feels disgraced, is remorseful. He hesitates and delays going to confession.

Is his attitude in accord with Catholic doctrine?

In the light of his sin and his feeling discuss purpose of the sacrament of penance and the Holy Eucharist.

### Religious Vocabulary

Many of the words listed for the seventh and eighth grades have been previously met and studied in their context in earlier grades. The words have been definitely associated with ideas, and have been given in connection with concrete situations or specific explana-



tions. In these grades, in connection with the more formal teaching of doctrine and the more exact formulation of Christian doctrine, there should be a check-up of the religious vocabulary in connection with a more formal word study. The word should be studied whenever the first opportunity in these grades presents itself, wherever the word is assigned. A tentative listing of the words used in the formulation of Christian doctrine is given here.

condemned	sacramental	anoint
absolution	bishops	profess
consecration	infallibility	temptation
sacrifice	doctrine	fortitude
resignation	morals	deceits
marriage	apostolic	persecution
contract	immortal	providence
intention	retain	instituted
scapulars	godfather	confession
distraction	administer	offend
abstain	chrism	precepts
solemnize	balm	contrition
plenary	beatitude	motives
nuptial Mass	piety	grievous
confirmation	relish	temporal
disobedience	remit	conscience
holy orders	transubstantiation	devotion
sacrilege	Holy Communion	dispensers
imprint	examination	dissolved
purgatory	capital	religion
harborless	sovereign	profession
abstinence	occasions	Rosary
mortify	conceal	ransom
baptism	almsgiving	contribute
guardian angel	corporal works of	indulgence
penance	mercy	remission
abide	confessional	resurrection
eternal	desire	Eucharist
vicar	godmother	Extreme Unction
matrimony	communion of	authority
disposition	saints	indefectibility
ordained	sanctifying grace	faith
fast	supernatural	proclaims
fourth degree	salvation	Roman
spiritual treasury	sacraments	resolution
	invisible	

### Poems

The poems suggested for the eighth grade carrying along the fundamental idea of the curriculum and furnishing reinforcement for the central interest of this grade are:

*Praise to the Holiest in the Height*, Cardinal Newman  
*Michael, The Archangel*, Katherine Tynan  
*Relics of Saints*, John Henry Newman  
*The Confessional*, Helen Parry Eden  
*Hark! Hark! My Soul*, Rev. F. W. Faber  
*Saint Bernard's Hymn*, St. Bernard of Clairvaux  
*Mother of the Sacred Heart*, Henry Coyle  
*In a Convent Chapel*, James Clarence Mangan  
*Trust in God*, Father Faber  
*The String of the Rosary*, Maurice Francis Egan  
*The Babe of Bethlehem*, Condé Benoist Pallen  
*At Easter*, Charles J. O'Malley  
*A Ballad of Trees and the Master*, Sidney Lanier  
*He was the Word that Spoke It*, John Doone  
*On a Picture of Our Lady*, Dante Gabriel Rossetti  
*Mary's Intercession*  
*One Thing Alone, Dear Lord! I Dread*, Rev. F. W. Faber

*Give Me, O Lord, a Heart of Grace*, Lady Gilbert  
*The Sisters*, Eleanor C. Donnelly  
*On the Feast of the Assumption*, Eleanor Downing  
*A Ditty of Creation*, Enid Dinnis  
*Prayer for a Levite*, Speer Strahan  
*Our Daily Bread*, Adelaide Anne Procter  
*A Legend*, Adelaide Anne Procter  
*The Newer Vainglory*, Alice Meynell  
*The Nightingale*, Gerald Griffin  
*Extreme Unction*, Ernest Dowson  
*Benedicti Domini*, Ernest Dowson  
*An Autumn Rose-Tree*, Michael Earls, S.J.  
*After a Retreat*, Robert Hugh Benson  
*The Heaviest Cross of All*, Katherine Eleanor Conway  
*Maris Stella*, Augusta Theodosia Drane  
*Come, Holy Ghost, Who Ever One*, trans. Cardinal Newman  
*All Ye Who Seek a Comfort Sure*, trans. Father Caswall

Additional poems should be used emphasizing the center of interest in the grade. Children should be encouraged to "learn by heart" as many poems as possible. All should be required to learn some: many of the poems should be left to the student's own taste.

The more difficult poems will be read to the class by the teacher;\* some poems will be read for their general idea without detailed study, and some poems will be studied in detail. Poems dealing with the same subject in earlier grades should be recalled to mind after the first reading of new poems. The poems suggested above, with others, are included in *Religious Poems for Children (Junior-High Grades)* (Bruce).

### Aspirations, Brief Prayers, and Meditations

As opportunity offers, the following aspirations or others will be taught. One might be selected and written on the board each month, calling attention to it as opportunity permits. The students might prepare aspirations of their own. The following aspirations are suggested:

1. Eternal rest give to them, O Lord, and let perpetual light shine upon them.
2. My God, unite all minds in the truth and all hearts in charity.
3. O Sacrament most holy, O Sacrament divine, all praise and all thanksgiving be every moment Thine.
4. May the most just, most high, and most adorable will of God be in all things done, praised, and magnified for ever.
5. We Thy people, and the sheep of Thy pasture, will give thanks to Thee for ever. We will show forth Thy praise unto generation and generation.
6. O God, my God, to Thee do I watch at break of day. For Thee my soul hath thirsted: for Thee my flesh, O how many ways!
7. One thing I have asked of the Lord, this will I seek after: that I may dwell in the House of the Lord all the days of my life. That I may see the delight of the Lord, and may visit His Temple.
8. As the hart panteth after the fountains of water, so my soul panteth after Thee, O God. — My soul hath thirsted after the strong living God: when shall I come and appear before the Face of God?

\*Francis Thompson's "The Hound of Heaven."

9. If I have found favor in Thy sight, O Lord, show me Thy Face.

10. Inflame our hearts with the fire of the Holy Spirit that we may serve Thee with chaste bodies, and please Thee with clean hearts.

### Prayers

As the child develops, the form of prayers he will learn will change. The form of morning prayer will undoubtedly change from the simplest form to the use of the liturgical prayers of the Church. This will be generally the development. There will be, of course, an increase in the number of prayers, so that by the end of the elementary school, the student will be acquainted with the principal prayers of the Church.

1. Morning prayers
2. Evening prayers
3. Grace before meals
4. Grace after meals
5. Act of Contrition
6. Act of Faith
7. Act of Hope
8. Act of Charity
9. Stations of the Cross
10. The Gloria
11. Prayers of thanksgiving and praise from the Psalms
12. The Confiteor
13. Litany of the Saints
14. Prayer before a crucifix
15. Praying the Mass with the Missal
16. Joyful Mysteries of the Rosary
17. Sorrowful Mysteries of the Rosary
18. Glorious Mysteries of the Rosary
19. Apostles' Creed

To teach prayers adequately, the instructors should understand what is meant by mysticism, and its relation to theology and asceticism. For this purpose an excellent introduction is Rev. A. J. Francis Stanton's *Catholic Mysticism* (Herder). The bibliography is excellent.

### Hymns

Hymns are an important factor in reënforcing the general religious instruction and training, valuable for their own content, and, if properly taught, add an element of joy in religious instruction that is quite important. The child should, at the end of instruction, know the great hymns of the Church. In the eighth grade preference should be given to the liturgical hymns. For the eighth grade there is suggested the following to be sung within the voice range of the children:

1. Come, Holy Ghost
2. Hymn to the Sacred Heart
3. To Praise the Heart of Jesus
4. Fount of Graces, Hail to Thee
5. Memorare of St. Bernard
6. Ave Maria!

7. Hymn to the Heart of Mary
8. Virgin Mother
9. O Spouse of Mary
10. Memorare of St. Joseph
11. With Tender Love
12. Sweet Angel of Mercy
13. Hymn to the Holy Name
14. The Seven Gifts of the Holy Spirit
15. Ave Maris Stella
16. Stabat Mater

### Hymns From the Breviary and Missal

The following hymns from the Psalter and the Proper of the Season should be studied first for their literary content and then should be sung:

*Holy God, We Praise Thy Name*—Father Walworth and Monsignor Henry

*O Christ, Whose Glory Fills the Heaven*—Ambrosian (trans. by John Julian)

*O God, Whose Hand Hath Spread the Sky*—probably Pope St. Gregory the Great, (trans. by J. M. Neale)

*Hail, O Queen of Heaven, Enthroned*—(trans. by Father Caswall)

*Hail to the Queen Who Reigns Above*—Hermann Contractus, (trans. from Primer)

*Come, All Ye Faithful*—(trans. by Canon Oakeley)

*All Hail, Ye Little Martyr Flowers*—Prudentius, (trans. by Athelstan Riley)

*Jesus, the Very Thought of Thee*—St. Bernard, (trans. Father Caswall)

*At the Cross Her Station Keeping*—Jacopone de Todi, O.F.M., (trans. Fr. Caswall)

*All Glory, Laud, and Honor*—Theodulf, Bishop of Orleans, (trans. by J. M. Neale)

*O Trinity of Blessed Light*—(trans. by J. M. Neale)

*My God, I Love Thee*—St. Francis Xavier, (trans. Father Caswall)

*Sanctify Me Wholly, Soul of Christ Adored*—(trans. by T. I. Ball)

*All Ye Who Seek a Comfort Sure*—(trans. by Father Caswall)

*That Day of Wrath, That Dreadful Day*—Sir Walter Scott

### Liturgy

The pupils are by this time familiar with the Ordinary of the Mass, and should complete their memorizing it in these grades, including the Last Gospel. In this grade, as in the seventh grade, the attention of the children is called to the varying parts of the Mass which they follow in their Missal, and special study is made each week of the Mass of the Sunday and of the holydays of obligation. This will be done in preparation on the Friday of each week and on the vigil of the feasts of holydays of obligation. The essential text in this grade is the Missal itself for Sundays and holydays of obligation, and Fr. Cunning-

ham's *Christ's Gift: the Mass*. This is the same text as is used in the sixth grade.

The Character Calendar in the CATHOLIC SCHOOL JOURNAL (September, 1930, to June, 1931) is suggestive of the applications of the liturgical facts to our personal life. Valuable as a further supplement to the main text of the grade, the Missal itself, would be *With Mother Church* (Liturgical Press, Collegeville, Minn.), Vol. III or IV or both. Volume III could be used in the seventh grade and Volume IV in the eighth. Valuable also for fact information is Fr. Dunne's *The Mass* (Macmillan Co.), and Fr. MacMahon's *Liturgical Catechism* (Gill & Son, Dublin), and *St. Andrew's Daily Missal* (Lohmann).

### Religious Information

In the eighth grade, informational tests will be given with no idea of grading the children, but primarily to fill in gaps that may have been caused by absence, transfer, failure to teach them, or any other reasons. Suggestive series of questions are given in the syllabus.

The religious information taught in the earlier grades will frequently be used in this grade by the teacher to reinforce, supplement, or illustrate the Christian doctrine taught in this grade. A special obligation is on the teacher in this grade, not only in this connection, but generally, to integrate the intellectual organization of the whole curriculum, and to do everything in her power to translate it into a practical guide in life.

### Religious Practice

A definite part of the program in every grade is to build up the practice of religion in every grade and have the development cumulative throughout the grades. Wherever teachers see opportunity to build up Catholic practice they should do so. Teachers must not confound the lessons that may be essential and the actual practice in the life of the child. The pupil should understand the importance of interior disposition.

In the assignment to grade, the purpose is to provide a specific time to see that the practice is established and understood. In some cases the habit will have been established. The cumulative listing of these practices is to emphasize the fact that they are not taught or established once and you are through with them. The practice must continue to be stimulated until it is "securely rooted in the life of the individual." There should be emphasized in this grade:

1. Morning Prayer
2. Evening Prayer
3. Regular attendance at Mass on Sundays
4. Attendance at Mass on all holydays of obligation
5. Angelus
6. Bowing at the name of Jesus
7. Tipping hat or bowing as one passes a church
8. Tipping hat when one meets a Priest or Sister or other religious

9. Monthly Communion or more frequently
10. Keeping spirit of Lent by sacrifice
11. Saying Stations of Cross
12. Practice of saying brief prayers, ejaculations, or aspirations in time of temptation
13. Prayer for our parents
14. Praying the Mass with Missal
15. Frequent attendance at Benediction of the Blessed Sacrament
16. Daily recitation of Rosary during May, and frequent recitation at other times
17. Keeping the fast days and days of abstinence emphasized
18. One retreat a year
19. Reading ten minutes every day from New Testament
20. Memento of the Living
21. Memento of the Dead

### Practical Life

The translation of the religious knowledge, practice, and attitudes in the day-to-day life of the child must always be an objective in religious education. The elevation of the actual daily life of the individual to a supernatural plane will come about through the character of the individual's motivation. This must be a matter of development; the child must be taken, however, where he is. The lines of development are indicated but the more specific content is left for the experimentation of the first year. A teacher should always take advantage of any actual situation, and should always strive to meet difficulties which her children, as a group, are confronted with, no matter whether it is included in the course of study or not.

1. Do a good turn every day for the love of God.
  - a) Daily examination of conscience at night.
  - b) Daily specific review of day's thoughts, words, and deeds.
  - c) Weekly complete examination of conscience for confession, or as a preparation for spiritual Communion.
  - d) Daily expiation for the temporal punishment due to sin.
2. Cultivation of virtuous life.
3. Cultivation of school virtues.
4. Promotion of corporal and spiritual works of mercy.

Special attention is directed to the chapters on "The Christian Rule of Life" and "The Christian Daily Exercise" of the *Catechism of Christian Doctrine* approved by the Cardinal, Archbishops, and Bishops of England and Wales, and directed to be used in all their dioceses.

### Study of the New Testament

To round out the study of religion in the eighth grade of the elementary school, an *appreciative reading* of the New Testament should be the culmination of the study. This will be concerned principally with



the Gospels. The minimum study should be the Gospel of St. Matthew with references to the other Gospels, at least the synoptic Gospels and the Acts of the Apostles. The curriculum will therefore include:

1. Gospel according to St. Matthew
2. Gospel according to St. Mark
3. Gospel according to St. Luke
4. Gospel according to St. John
5. Acts of the Apostles

This simple reading of the Gospels is to emphasize the fundamental conception of the course. "Foundation can no man lay other than that which is laid, which is Christ Jesus." The study, it should be noted again, is appreciative, not theological, or dogmatic, or merely factual. It is to further stimulate the love of Christ and to confirm the personal attachment to Christ. Any text of the New Testament (preferably without notes) will serve for this study. Each child

should have his own copy which may be procured at very small expense; and he should use it.

#### Basal Text and Supplementary Material

The text for the seventh and eighth grades should aim to coordinate the instruction of the preceding grades. In the process of giving more definite order and sequence to the material the child has already covered, the questions and answers of the *Baltimore Catechism*, and the English text of Cardinal Gaspari's catechism when it is ready, will be used as the succinct summary. In this way the doctrinal summaries will find their proper place psychologically in the development of the instruction. An experimental text is being prepared, *The Highway to God* (Bruce), which will be tested under the actual conditions of classroom work, and revised as experience indicates the need and character of the revision.

## Art and Design in the Grades

*Martin F. Gleason, Joliet, Illinois*

*Editor's Note.* This is the fifth article of a series by Mr. Gleason, which is being published in THE CATHOLIC SCHOOL JOURNAL during the present school year. These articles discuss the principles of teaching design and decoration in elementary schools with particular attention to the needs of the pupils and the average ability of teachers. The writer has been a teacher and supervisor of elementary art education for many years, and is well known for the practicability and high artistic value of his work.

### V. THE MECHANICS OF DECORATION

*Methods of obtaining accuracy necessary for order in laying out a scheme of arrangement and repeating a unit.*

**E**VEN in decoration, fancy must eventually become fact if it is to mean anything in the world of reality. In the activities suggested in previous articles great freedom was encouraged in working up ideas of units and arrangements. This is as it should be. One has no need for the mechanics of decoration

until he has some idea to put into form through these mechanics. Mental activities must precede physical, if any educational development is to be expected.

Before going into the study of mechanics, which, of necessity, must be slightly laborious and a little bit annoying where things do not run smoothly, children must be made to feel the value of the results to be derived. They must, in some way, gain an appreciation for the finish and perfection in decoration which only mechanical practices and devices will bring about. This, of course, comes largely through the influence of the teacher. She alone can lead children to respect the improvement in the execution of a decoration which is the result of measuring and calculating. Only one word of warning—do not, in any sense, get the notion that mechanics do anything except to help in

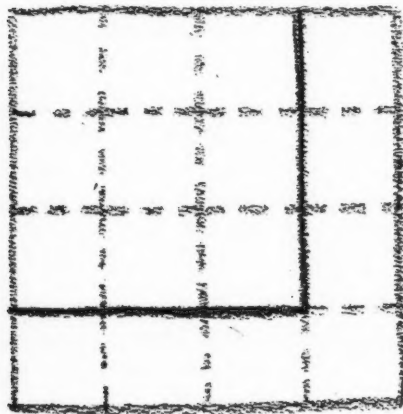


Fig. I. Folding and Cutting



Fig. II. Experimental Figures

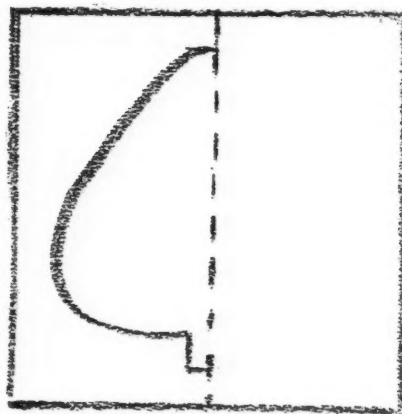


Fig. III. Half of a Symmetrical Unit

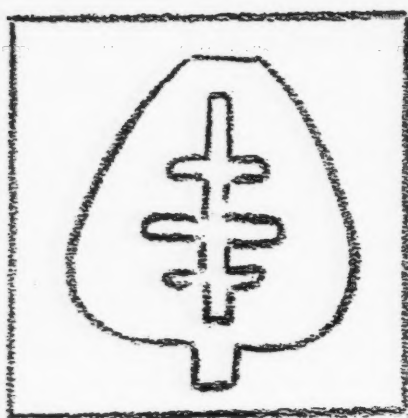


Fig. VII



Fig. VIII

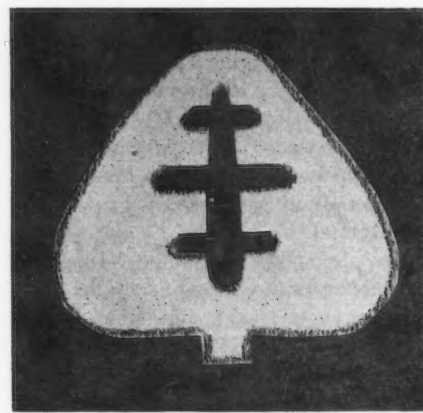


Fig. IX

the expression of plans of decoration already conceived. The connection between what children experienced and developed in the previous exercises and this new set of exercises should be stressed. They should know that the reason for taking up the latter is to make more perfect the former. They should be

led to see that this is the sole reason for studying mechanics.

In some schools, much wasted attention is given to what might be called "blind mechanics." They are so characterized because there is no thought direction in producing results. We have all at some time or other come in contact with the process of folding and cutting and awaiting results. This process occasionally brought a unit of merit. This was accident and meant nothing so far as thought development was concerned. But oftener the outcome was just a conglomeration of holes which could scarcely be called decoration. A kindred activity is the blotting process which leaves everything to chance. The less these processes are employed, the better. The teacher should make it her determination to depend on thought and not on chance or accident for result. She who pursues this policy will carry her children further along in education.

It is largely because of the application of mechanics that two very important elements in decoration are evolved—order and symmetry. Without these elements there is no worth-while decoration and they never come without the aid of mechanics. Mechanics are a means to an end, and that end is perfection as measured by the capabilities of the children involved.

It is quite needless to say that the character of the mechanics attempted in a specific grade, depends entirely on the determined and expected ability of the grade. Previous experiences in measuring, computing, and other arithmetical skills will influence results. The real ingenuity of the teacher will be shown in the way she adapts processes to conditions which she has before her.

The following directions and illustrations show various ways in which a plan may be perfected mechanically.

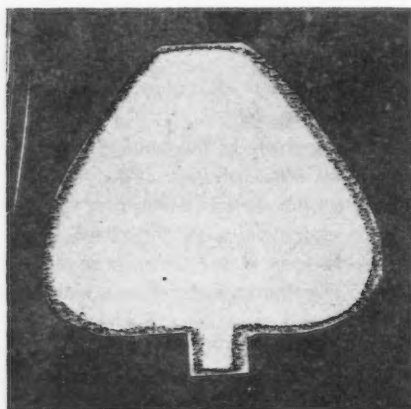


Fig. IV. Symmetrical Unit from Folding and Cutting Fig. III

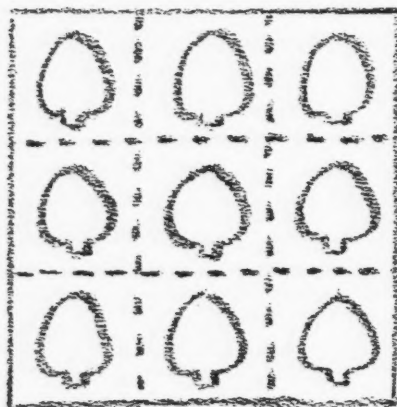


Fig. V. The Unit on Fig. IV has been traced into each square

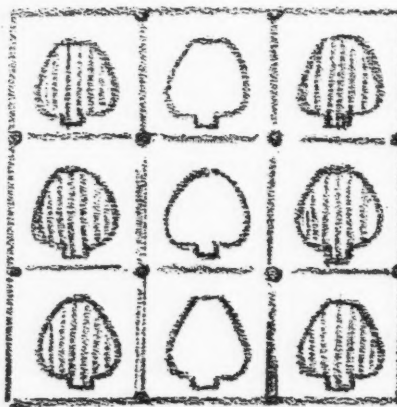


Fig. VI. Light and Dark Modification of Fig. V



Fig. X



Fig. XI

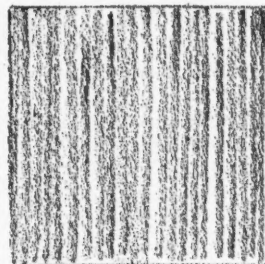


Fig. XII



Fig. XIII

Plan I. Use a square of paper, about 8 inches, and fold into sixteen smaller squares, according to the diagram. Fold on broken and cut on solid lines. This leaves a large square of twelve small squares as the surface for decoration. The cut-away squares may be used for experiment. (Fig. I.)

Figure II, a strip of free-hand units, one of which may be chosen to be perfected and made into a pattern for accurate repetition.

The third step in development is illustrated in Figure III. A small square has been folded into two equal oblongs and half of the unit drawn in one of the oblongs, the middle of the unit falling on the middle of the folded square. This square should now be folded on the crease, the drawing on the outside. Cut along the drawing to form a symmetrical unit. (Fig. IV.)

Using the unit as it now stands, trace into each of the twelve squares in the space to be decorated. Locating the unit accurately should be easy, since the square from which it was made is an exact duplicate of the square in which it is to be placed. (Fig. V.)

Figure VI suggests treatment in dark and light.

The foregoing plan is very evidently one to be used as an experiment for lower grades. Just where it should be employed is a matter for teachers to decide. Everything depends on the child's previous experiences and his ability in artwork.

The series of steps required for executing the problem suggested lend themselves to a sequence of lessons, which follow each other very logically. The teacher who knows how to organize will see that the

work is divided into units which will provide material for regular program periods.

Figures VII, VIII, and IX show how to obtain variations within the unit surface.

The mechanical process explained and illustrated in the preceding paragraphs can be used with ease only in the production of simple units. Another and slightly more difficult process is necessary when more complex units, such as Figure X, are desired. These are the steps necessary to develop a unit which may be traced:

1. Draw half of the unit carefully as suggested in the previous plan. (Fig. XI.)

2. Make duplicating material by blackening both sides of a piece of paper with soft pencil. This serves in place of carbon paper. (Fig. XII.)

3. Fold paper on which half of the unit has been drawn into book form. Insert duplicating paper between sheets and trace over drawing of half of unit with a rather hard pencil. The result will be the complete unit on the back of the paper. (Fig. XIII.) It will be necessary to strengthen the tracing by going over it with pencil.

4. Blacken the back of this paper and it is ready to be traced into the surface plan.

It is quite necessary to stress the need for accuracy in measuring in laying out a scheme for the surface which is to be decorated. This development is one that should carry over from mathematics classes. Only the adapting of skill in handling the rules and applying it should be the work of the art class.

NOTE: The article next month will deal with color.

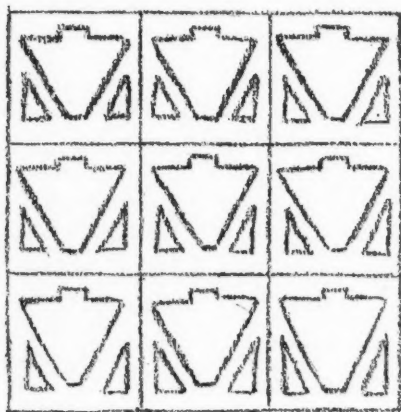
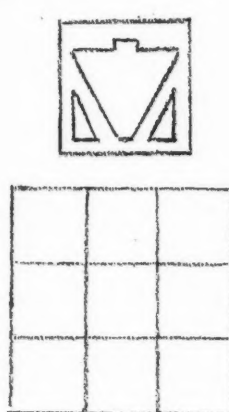


Fig. A



Top Fig. B. Bottom Fig. C

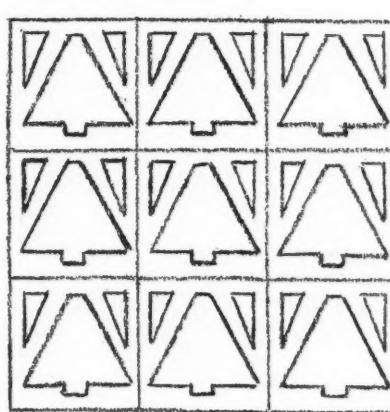


Fig. D





*St. Mary's Academy, Milwaukee, Wisconsin — E. Brielmeier & Sons, Milwaukee, Architects*

## The New St. Mary's Academy

**N**EW and Modern certainly describes the recently dedicated St. Mary's Academy, Milwaukee, Wisconsin; yet the hard usage that these words have been given in describing other structures, makes them seem inadequate. In being "new and modern," it is at the same time strikingly out of the ordinary in beauty of design, efficiency of plan, and advanced appointments. It may be truly said that it is Milwaukee's finest school. Inside and out, the building has an architectural dignity, beauty, and finish rarely encountered in buildings of this kind. Figure 1, a general view of the auditorium-gymnasium front, richly ornamented tower, and science building, overlooking Lake Michigan, with a new connecting cloister walk to the present building, is illustrative of all of its pleasing exteriors. The largeness of the building is more readily seen by a study of the floor plans. It will be noted that the left front wing is the science building, the right wing the auditorium and gymnasium portion, and the rear, the natatorium wing.

On the ground floor the science building has two large recreation rooms, a classroom, candy and book store, student locker rooms, and a complete domestic-science department (see Fig. 1). The small dining room adjacent is furnished completely like a modern home and includes all table service and dishes.

To the right is the main gym floor, 64 by 85 feet in size, large enough for regulation basketball, tennis courts, and indoor baseball (see Fig. 2). Ample facilities for the storage of equipment is provided. At the rear, approached from either

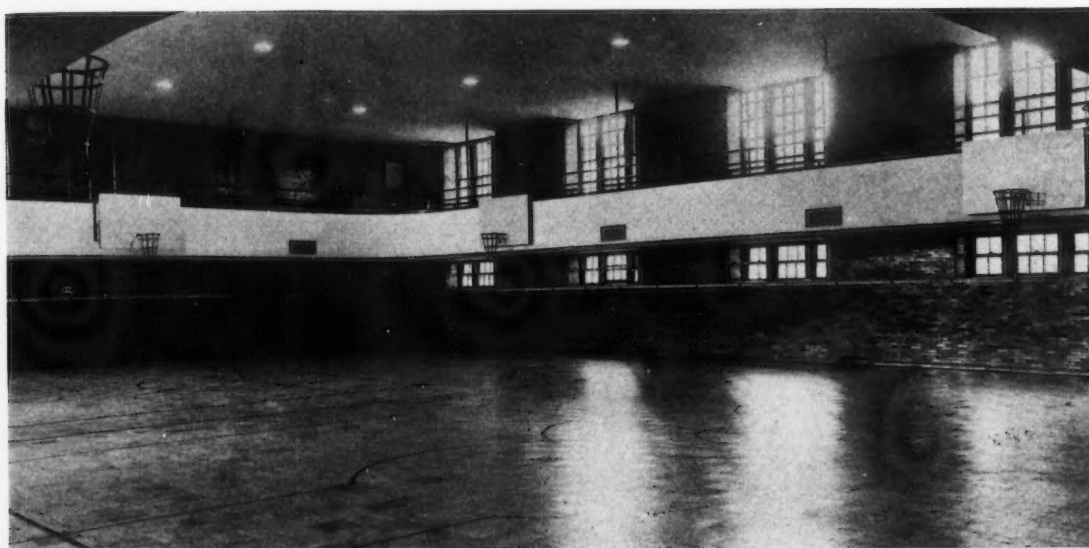
side are the main gymnasium, locker, and shower rooms, giving access to the regulation 20 by 60 foot natatorium at the left.

The first floor of the science building, besides having four classrooms and one recitation room, includes the main science-building entry and reception rooms and the library stock and reading rooms. Furnished with well-designed chairs and tables, the reading room is a restful, quiet room for study (see Fig. 3).

The main lobby for the auditorium-gymnasium building is situated at the right of the science building. Paneled walls, beamed ceilings, tiled open stairs and floors, compose themselves into a rich foyer for either gym or auditorium; the lobby is equipped with wardrobes and toilets. This level becomes the upper part of the gymnasium, around all four walls on which a combination running track and spectator's gallery has been provided. To the rear, a small theater and corrective-exercise room, with stage storage and first-aid rooms, are provided, as well as a gallery overlooking the natatorium.

The second floor of the science building includes class and recitation rooms, stenographic, typewriting, bookkeeping and banking room, a large sewing room and smaller fitting rooms and supply room in connection therewith. Adjacent to the science building, there is an access lobby to the main auditorium, which, with an exceptionally large stage, fly galleries, orchestra pit, dressing rooms, etc., is well equipped to put on any stage production.

The third floor of the science building is completely given



*Fig. 2. Gymnasium with Balcony Containing Spectators Seats and Running Track—St. Mary's Academy, Milwaukee, Wisconsin*

over to the departments which gave it its name. Herein are the chemistry (Figs. 4 and 5), biology, and physics laboratories, between which two last laboratories is situated the science lecture room. Each laboratory is equipped with dark-rooms and preparation and apparatus rooms. Two classrooms

in connection with these departments complete the facilities for science instruction. These laboratories are unquestionably the finest in the country. The equipment throughout is of the very newest construction and design and is set upon tile pedestals matching the tile base at the walls. Colored tile wains-



*Fig. 3. An Attractive Library Reading Room—St. Mary's Academy, Milwaukee, Wisconsin*



*Fig. 4. Chemical Laboratory, St. Mary's Academy, Milwaukee, Wisconsin*

cots line the walls, and with all woodwork, blackboards, doors, cases, etc., harmonious in design, these rooms create a new conception of laboratory beauty. The third-floor level also takes in the upper part of the adjacent auditorium, with balconies on three sides. The panels of the stucco ceiling have been treated with acoustical material.

Art students are provided with unmatched facilities on the fourth floor of the science building. Therein will be found the industrial-arts room, china-kiln room, wash and supply rooms. The tower art studio, skylighted on the north, with

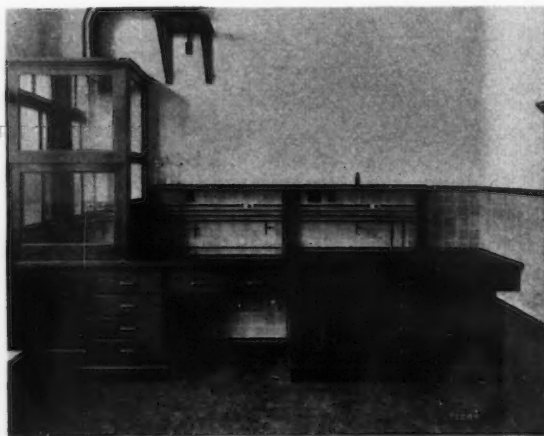
an adjacent sketching deck overlooking the lake, is an inspiration not only to students but to the professional artists who have inspected the quarters.

Well above any possible interference with the projection beams, the motion-picture booth is situated on this floor, prepared for the installation of sound-picture apparatus. The science building has elevator service on all floors, immediately adjacent to which the Sister teachers are provided with rest-rooms. An incinerator is also handily located. All parts of the building are served with a ventilating system that conditions and warms the air at the same time. Concealed radiation has been used in the auditorium and gymnasium, direct radiation in the school. The auditorium windows are provided with especially designed darkening shades that exclude all light on the brightest day, for motion pictures.

All classrooms, laboratories, gymnasium and auditorium have been equipped with an electrical paging and clock system, with provisions for the individual or mass reproduction of radio programs, faculty addresses, etc. The old building was remodeled to include a large modern cafeteria, with paneled walls, fireplace, and counter equipment. All heating pipes, plumbing, etc., are placed in tunnels under the basement floor, eliminating unsightly pipe lines.

The classrooms are a distinct advance in harmonious design, with doors, cases, and blackboards aligned to the same height, eliminating the usual varying and unsymmetrical height and appearance of these details. The ceiling lights were placed far to the left and rear of the seats to protect the eyes from glare and shadows.

The use of a colored-tile base throughout the building, flush with the plaster, for equipment and walls, instead of a wood mopboard, is an innovation that will, no doubt, be used in all



*Fig. 5. Part of Chemical Laboratory—St. Mary's Academy, Milwaukee, Wisconsin*





Fig. 6. Domestic-Science Kitchen — St. Mary's Academy, Milwaukee, Wisconsin

future schools. Rich in appearance, it is, at the same time, economical and easy to keep clean. The stairs, too, are distinctly different in design. Constructed of steel, the stringers and soffits have been plastered, the treads and platforms and wall stringers laid up in colored nonslip tile, while the railings are of wrought iron with a wood hand grip. They have none of the heaviness of concrete, nor yet the bare utility of steel.

Three types of construction were used in the building, each most economical and best suited for the particular wings. The science building is of reinforced concrete throughout, the auditorium-gymnasium of steel skeleton construction, while the natatorium is of the wall-bearing type of construction. Work was so arranged that there was no waiting for interdependent parts to be completed. The building is of fireproof construction throughout, with brick and tile walls, concrete-terrazzo floors, and tile partitions. Rolling-shutter fire stops are placed in the thick dividing walls between units as an additional safety factor. The building was erected and equipped at a cost of \$500,000. E. Brielmaier & Sons Company, of Milwaukee, Wisconsin, were the architects.

#### SHALL WE TEACH PHONETICS?

An experiment to determine the value of teaching phonetics was carried out at the George Peabody College for Teachers from September, 1927, to May, 1930. Phonetics were taught to a group of beginners, and the following year this instruction was continued by the same teachers to the same pupils.

At the same time, a control group was taught by the "intrinsic" method, consisting of easy and familiar readings, dramatizations, drills, etc., all arranged to teach accurate discrimination between words and to stimulate thought. In their

third year, the pupils of both groups were scattered in various classes and none were given any special instruction.

The general conclusions, which the authors say are, in some cases, not based upon very significant differences, are reported as follows by S. C. Garrison and Minnie T. Heard, in *The Peabody Journal of Education* for July, 1931:

1. Training in phonetics makes children more independent in the pronunciation of words.

2. Children with no phonetic training make smoother and better oral readers in the lower grades.

3. In teaching children to read in the early part of the primary grades, first and perhaps second, bright children seem to be helped more by training in phonetics than are dull. For all children, phonetic training seems to be more effective in the latter part of the primary grades.

4. In the teaching of reading it seems probable that much of the phonetic training now given should be deferred till the second and third grades. It appears that work in meaningful exercises which are planned to increase comprehension and discrimination of words is more important than phonetics.

5. Children who have had training in phonetics have some advantage in learning to spell over children who have had no such training. Training in phonetics would be well worth while for spelling alone if for no other reason.

6. First-grade children with no phonetic training seem to lose less during vacation than do children with such training. Apparently, phonetic training makes a young child, particularly a young dull child, dependent upon a device of word analysis which is more difficult to retain than is his own particular method. With the older children, children at the end of the second grade, phonetic training seems to be an aid in retention during vacation.

# Practical Aids for the Teacher

## AIDS IN ARITHMETIC

Sister M. Eucharía, S.S.J., A.B.

### 1. Game of Pony

Equipment: Set of combination cards.

Procedure: One pupil is chosen as the ringmaster. The other children are ponies. The ponies choose such names for themselves as "Dapper Gray," "Back Beauty," etc. The ponies form a circle around the ringmaster. The latter holds up some combination card and calls the name of one of the ponies. The pony steps forward, bows, paws the floor the number of times corresponding to the sum of the combination, and then trots to its proper place. If a pony fails to give the right sum, the ringmaster taps its shoulder the correct number of times. The pony then tries again.

### 2. Chalk-Tray Race

Equipment: List of addition examples placed along the chalk tray.

Procedure: One child stands at one end of the chalk tray and another at the other end. At a signal, they begin to write results, each working toward the center. The one who has the most correct results wins. Each chooses someone to take his place.

### 3. Game of Silence

Equipment: Combinations written on the board.

Procedure: Teacher erases a combination and writes a pupil's name on the board; e.g., Mary. Mary then rises, repeats or writes the combination and gives the sum; e.g., 4 and 3 are 7.

### 4. Guessing Game

Equipment: Combination cards.

Procedure: Teacher stands in front of class with the face of a combination card hidden and says, "I have on this card two numbers whose sum is twelve. What are the numbers?" The child who guesses the correct number gets the card. The child having the most cards is the winner.

## AIDS IN READING

Sister M. Eucharía, S.S.J., A.B.

### 1. Skating Game

Object: To develop eye movements and to widen span of recognition. Enables pupil to read quickly and smoothly.

Print phrases or sentences on the board. Sister points to a phrase quickly and says, "Who can skate down this street?" or "Who can skate on this piece of ice?"

### 2. The Phonetic Game

Object: To awaken interest in word sound and to sharpen the child's auditory perception. Based upon known sight words.

Print on the blackboard a list of familiar words the sounds of whose beginning consonants are known; e.g., love, papa,

doll, mamma, too. A child points to a word, saying, "Love begins with l" (giving the sound, not the name of l).

### 3. Word or Phrase Recognition Drill

Object: To increase the reading rate and to widen the span of recognition.

A number of words or phrases to be drilled upon are printed on the blackboard. A word or phrase is named, and a child is called to erase it. If the child erases the correct word or phrase, he, in turn, calls another child to erase a word or phrase, and so on, until all the words or phrases are erased.

This is a game very pleasing to the children.

## WHAT IS A PRE-PRIMER CLASS?

The problem of repeaters in our schools has been given much attention. The first grade is notoriously responsible for more failures than any other grade. According to one authority, it is responsible for 24 per cent of all failures. While this fact is not at all surprising, nevertheless it presents a first-grade problem worthy of serious study.

In the *Bulletin of the Department of Elementary School Principals*, Alice M. Woodson, a director of primary instruction, discusses the subject of repetition in the first grade and offers the pre-primer class as a remedy which has been tried in Washington, D. C.

Most of the failures in first grade are among children who have a mental age below 6 years. Children below this mental age are not capable of mastering first-

grade work in phonetics and reading, but may be too old, physically and socially, for the kindergarten. Such pupils may be assigned to a pre-primer class, assignment to be made on the basis of objective mental tests supplemented by the subjective element of the teacher's opinion.

In Washington, D. C., the work of the pre-primer class was all based on excursions to various places of business, etc.—a bakery, the public market, a grocery, zoo, dairy, post office, and department stores. Reading units were developed from these visits. "At the end of the term, the reading books compiled consisted of meaningful concrete reading units with illustrations, work material, thought reading tests, a table of contents, word lists, and review work all concentrating on the actual experiences the children had enjoyed.

"The pre-primer book is original and concrete in every detail. It is a narrative story of simple reading units and pictures of the activities of the pre-primer class. The book contains 890 reading words, 147 different new words counting all inflectional forms except "s," average word repetitions are 15, the average number of new words per reading page is 3, there are 150 one-line sentences, and 12 two-line sentences.

"Informal and remedial tests were given every two weeks during the experiment. Graphs were kept of the progress of

## A \$5 GOLD PIECE

Each month THE CATHOLIC SCHOOL JOURNAL will award a \$5 gold piece for the best article submitted to the Department of Practical Aids. Anyone is eligible to send material which will help teachers in the grades and the high school. Any article which is acceptable will be paid for at space rates. All manuscripts should be addressed to THE CATHOLIC SCHOOL JOURNAL, 407 E. Michigan Street, Milwaukee, Wis.

This is an opportunity to help your fellow teacher and to make the work of Catholic education more effective.

each child. Scientific and psychological principles were recognized, in that the following points were followed:

1. Tasks assigned to the children were broken up into short, simple units, carefully presented and illustrated.
2. More stimulation was given to keep their interest and attention acute.
3. Concrete illustration was used in all work.
4. Children were assigned only the most essential of new material.
5. In English, basic facts and principles through habit formation were established rather than attempting extensive use of abstract concepts.
6. Short drills repeated at frequent intervals were given.
7. Much emphasis was placed on diagnostic and remedial procedures.
8. Training was given in habitual-response behavior."

Miss Woodson concludes her paper with the remark that "probably the day will come when kindergartens, during the second semester, will take the rôle of a real pre-primer class."

#### INTRODUCTION TO CHURCH HISTORY THROUGH A STUDY OF THE LIVES OF THE SAINTS\*

*Sister M. Charles, S.N.D.*

##### Christian Antiquity

- |                       |                          |
|-----------------------|--------------------------|
| 1. The Blessed Virgin | 2. St. Augustine         |
| 2. St. Joseph         | 3. St. Gregory           |
| 3. St. Peter          | 4. St. Jerome            |
| 4. St. Paul           | 5. St. Basil             |
| 5. The Evangelists    | 6. St. Athanasius        |
|                       | 7. St. Gregory Nazianzen |
|                       | 8. St. John Chrysostom   |
|                       | 9. St. Gregory of Nyssa  |

##### Martyrs

1. St. Stephen
2. St. Sebastian
3. St. Pancratius
4. St. Lawrence
5. St. Polycarp
6. St. Agnes
7. St. Cecilia
8. St. Dorothea
9. SS. Felicitas and Perpetua
10. St. Agatha
11. St. Lucy
12. St. Anastasia
13. St. Catherine of Alexandria

##### Missionaries

1. St. Patrick
2. St. Augustine
3. St. Boniface
4. St. Columba
5. SS. Cyril and Methodius

##### Doctors and Fathers

1. St. Ambrose

##### Middle Ages

- |                              |                           |
|------------------------------|---------------------------|
| <i>Doctors of the Church</i> | 4. Bl. Thomas à Becket    |
| 1. St. Bernard of Clairvaux  | 5. St. Anthony of Padua   |
| 2. St. Thomas Aquinas        | 6. St. John Nepomucene    |
| 3. St. Bonaventure           | 7. St. Catherine of Siena |
|                              | 8. St. Joan of Arc        |

##### Founders of Religious Orders

1. St. Dominic
2. St. Francis of Assisi

##### Others

1. St. Henry II of Germany

- Events*
- Greek Schism
  - Church Reform
  - Crusades
  - Monasticism

2. St. Gregory VII
3. St. Louis IX

##### Modern Times

##### Martyrs

- English: Bl. Thomas More  
Father Campion and companions  
Father Southwell  
American: Jesuit missionaries  
Japanese martyrs, 1596  
Chinese martyrs, 1795  
Bl. Theophane Venard  
Mexican: Father Pro and companions

##### Doctors

1. St. John of the Cross
2. St. Peter Canisius
3. St. Alphonsus Ligouri
4. St. Francis de Sales

##### Founders

1. St. Ignatius Loyola
2. St. Teresa of Avila
3. St. Angela Merici
4. St. Jane Frances de Chantal
5. St. Francis de Sales
6. St. Alphonsus Ligouri
7. St. Philip Neri
8. St. Vincent de Paul

- Inquisition  
Scholasticism

9. St. John Baptist de la Salle
10. Bl. Julie Billiart

##### Missionaries

- St. Francis Xavier

##### Others

1. St. Francis Borgia
2. St. Charles Borromeo
3. St. Elizabeth of Hungary
4. St. Margaret Mary
5. St. Rose of Lima
6. Pius IX
7. Leo XIII
8. Pius X
9. Cardinal Newman
10. Archbishop Carroll and other prominent churchmen

##### Events

- Protestant Revolt  
Catholic Reformation  
Heresy  
French Revolution  
Councils — Trent, Vatican  
Religious Communities  
Roman Question

#### MAKING GEOGRAPHY IMPORTANT

Geography will have a new meaning in every pupil's life if he is able to see its relationship with facts in the world about him. Perhaps nothing is so successful in impressing this correspondence with reality upon him as a product assignment. A simple scheme of expanding a "product lesson" is related by Gabrielle Bourke, in the May issue of *The School*.

Each pupil chose several products for intensive individual study from a list given to the class, finding out the name of the raw material from which each product was made. Large sheets of colored mounting paper were distributed to the class, previously divided into groups according to interests; then each group worked at three products. Cut-out pictures, pen-and-ink sketches, and briefly written explanations, illustrated the various processes and products selected for special study. When each group's work was completed, the pages of all were bound together, thus making a practical compendium of geographical information on raw material, manufacturing, and marketing.

Some of the products listed for study are: indigo, from indigo plant, sap cuttings; tapioca, manioc root; camphor, sap of a tree found in Japan, Formosa, and East Indies; quinine, bark of cinchona tree; ivory, tusks of elephant and walrus; paper, pulp of wood and rags; turpentine, juice of pine and fir trees; cheese, curd of milk; brick, clay dried or burned; vanilla, extract of vanilla bean; rubber, sap of rubber tree; cork, outer layer bark of cork tree; tallow, melted fat of sheep and cattle; copper, metal, copper ore; benzine, natural oil or petroleum; belladonna, flowers of deadly nightshade; linen, fibers of flax; silk, cocoon of silk worm; cord, twisted strands of jute and hemp; rosin, the resin or solid substance that remains after driving off the oil of turpentine from the crude turpentine; tar, distilled, pine, fir trees, coal; pepper, seeds pepper plant; pearls, found in oysters (salt water); ginger, ground root of ginger plant.

\*Cf. Father Laux's article in the March, 1931, *CATHOLIC SCHOOL JOURNAL*, and the "A Curriculum in Religion" for the fifth and sixth grades in the March and April, 1931, *CATHOLIC SCHOOL JOURNAL*.



## THE WASHINGTON BICENTENNIAL

The year 1932 will be celebrated throughout the nation as the Bicentennial of the Birth of the Father of Our Country. The students of the Catholic University of America last summer were privileged to hear a talk on "How to Teach Washington," by Professor Albert Bushnell Hart, of Harvard, the historian of the George Washington Bicentennial and the author of nine pamphlets on as many phases of the life of Washington which are being distributed free of charge by the United States Government in preparation for the coming Bicentennial year, 1932. The George Washington Bicentennial Commission (Washington Bldg., Washington, D. C.), will be glad to furnish teachers with a supply of these for school use and with other material relating to the Bicentennial.

After giving a sketch of the life of Washington, Dr. Hart outlined the method in which the Bicentennial is to be celebrated. "Let every human group," he said, "that lives in and shares America, pay homage to Washington by a pilgrimage to the seat of government bearing his name, not to see an exposition of fleeting materialism, but to visualize the concrete evidence of a spiritual union in great buildings, and in memorials to the nation's heroes, and above all to weigh the major question, What can we do to serve America in the spirit of George Washington?"

"Washington City will be the scene of great historic pageants illustrating the life of Washington and his ideals.

"The year's program will be inaugurated on Washington's Birthday, February 22, 1932, with a memorial oration by the President of the United States broadcast by radio.

"President's Day, the welcoming to Washington as guests of the nation the descendants of all Presidents of the United States.

"Easter Day, a procession in the city of Washington of the clergy of all faiths under the flag of the United States.

"Heroes' Day, May 30, the greatest Memorial Day in America ever observed, with the life of Washington as a soldier and statesman exalted as the exemplar in time of war and in peace.

"Flag Day, June 14, a day of vast outdoor pageantry participated in by every state that has a star in the flag.

"Independence Day, July 4, old-fashioned Fourth of July.

"August, the month of pilgrimages to historic shrines in America, ending always in Washington.

"September, Education Month, the gathering in Washington of the educators of America.

"The program will close on Thanksgiving Day, the glorification of the American home and the old-fashioned ideals of America in the midst of a new age, the inculcation of reverence and love for age, home, and country.

"One question to be supreme on the program: What are the needs of America from the moral, patriotic, and spiritual standpoints, and what can we do to help them?"

## SCHOOL SICKNESS

The importance of the emotions in child training and education is stressed by Dr. James F. Rogers, consultant in hygiene and specialist in health education of the U. S. Office of Education. The disease which Dr. Rogers calls "school sickness," is produced by "pressure" in the classroom and characterized by nervousness, irritability, restlessness, anxiety, and a highly emotional state. He attributes it to the attempt to make all the children in a class learn at the same rate.

Dr. Rogers says "the emotional life is older and more fundamental than the intellectual life, and if the former is not taken into account in education we get nowhere in bringing out the child's inherited possibilities. It is either powerful for physical and mental health and progress, or it is equally powerful for physical and mental depression and disaster."

## MATHEMATICAL PROBLEMS

Brother Norbert, C.S.C., A.B., M.S.

It is the purpose of this column to supply problems, not necessarily new, of varying degrees of difficulty for the interest of those engaged either in the teaching or the studying of mathematics. All readers are cordially invited to send in solutions or to propose problems for solution. Credit will be given to the authors of proposed problems or solutions submitted. Address suggestions, problems, or solutions to Brother Norbert, C.S.C., A.B., M.S., St. Edward's University, Austin, Texas.

No. 1. If  $S_n$  denotes the sum of the  $n$ th powers of the roots of the equation

$$x^5 + ax^4 + bx^2 + c = 0,$$

find the value of  $S_4$ ,  $S_6$ , and  $S_{-4}$ .

No. 2. What is the eliminant of the following equations:

$$px + yz = qr$$

$$qy + zx = pr$$

$$rz + xy = pq$$

$$xyz = pqr.$$

No. 3. The cost per hour of running a certain motor boat is proportional to the cube of its velocity in still water. At what speed should it be run to make a trip upstream against a four-mile current most economically?

No. 4. Two circles, the sum of whose radii is  $C$ , are placed in the same plane, with their centers at a distance  $2a$ , and an endless string, quite taut, partly surrounds the circles, and crosses itself between them. What is the length of the string?

No. 5. Given a straight line and two circles, construct a circle which shall be tangent to the circles and the straight line.

No. 6. Show that the sum of two odd squares cannot be a square.

## THREE PHASES OF NARRATION

Sister M. Alberta, S.S.J., A.B.E.

## 1. Narration Based on Reproduction

The first phase of narration is *reproduction* of stories or selections read by class or teacher. Considerable time should be given to this phase, as the *foundation* has to be laid *deeper* and *broader* than in other phases. Good literature should be used for this purpose; begin with prose. Select a story that is a good model, rich in material, full of interest, having a scenic background, of sufficient length that children cannot reproduce word for word (*Rip Van Winkle*). Avoid mechanical memory—must not let children learn by heart and reproduce author's own words. Our object is to get the children to be independent. In reproducing, we want brevity, simple plot, bare story, disregarding introduction and conclusion (shorter pieces of literature are good for oral reproduction). Read pieces of literature very carefully, keeping in mind the questions: "What happened?" "When?" "Where?" "To Whom?" It adds interest if the teacher reads—let children keep books open unless you want to skip—must not reject story because love is in it. *Miles Standish* is good for boys, also *The Man Without a Country*—*Lady of the Lake* good for boys and girls. Let children fill out with imagination any romantic character. Get geographical setting of story. Call to mind characteristics of author. With grade pupils, do not use editor's notes. Read to get outline; do not tell the children that you are reading for this purpose; read piece with children, explain, make interesting. Read right through; get as whole then come back and lead children to form outline; say to them, "If you were going to tell this story what would you tell first?" If they do not start properly, question them further until somebody says the right thing; then say, "Write that on your paper." "What would you tell next?" Continue in this manner until the outline is complete. This outline may be used for oral composition allowing a different pupil to develop each topic. When they are familiar with the story, have them reproduce it. It is a good

idea to have children change "person" of story. If story is told in third person change it to first; for instance, in *Rip Van Winkle*, let boys tell story as Rip's son; girls as Rip's daughter, or they might tell it as they think Rip himself would have related it.

In *Rip Van Winkle* there are three parts: (1) Depicts Rip's character and family troubles. (2) Tells of Rip's encounter with Hendrick Hudson and his crew. (3) Recounts adventures that followed "Rip's long sleep." It is not necessary to develop all outlines into written compositions; many of them need go no further than oral compositions.

## 2. Narration Based on Experience

Second Phase: The children are now ready to recount their own experience. As in the preceding phase, outline must be made. Suggested subjects: My Visit to the Circus; My First Boat Ride; My First Journey by Rail; My Last Birthday; Confirmation Day. The following subjects may be used for narration though they will bring in considerable description: A Walk Through the City; A Day in the Woods; A Night on the Water; A Visit to a Building. In developing outline for this phase, say "What happened first?" After the first topic has been selected, lead on to others until the outline is complete. Teacher may assign the subject and tell the pupils to write outline either as homework or as busywork in school. She must criticize these outlines as has been stated in General Hints. Daily Happenings will supply material for this phase.

## 3. Narration Based on Imagination

Third Phase: So far, our work has been founded on literature and personal experience, but the imagination of the child must be developed, hence this third phase which is not of much use in composition, but of importance for reason stated—to develop his imagination. In this phase the outline is not so exact as in the preceding phases. A group of topics may be given as "A Child, A Pet Animal, An Accident."

In connection with geography take an imaginary journey; write about it. In connection with history, become in imagination a witness of some great battle or other event. Other outlines are: (1) A runaway horse, child crossing street, a policeman, the rescue, mother's thanks. (2) A poor woman, a sick child, a hospital, a kind doctor, a wealthy friend. (3) A big ship, a great storm, lifeboats, days of suffering, saved. Pictures may be used to advantage in this phase—let children compose story about picture.

## TWO KINDS OF TEACHERS

In this city of ours life is almost always hurried and feverish, with millions of lights, colors, sounds, and motions assailing our harried senses at all times of the day. The effect of such a life on both students and teachers is familiar to all of us, and we cannot escape the problem of dealing with the resultant high-strung natures in our classrooms. It is a real and serious problem. Let us consider it from two points of view.

First, there is the teacher, himself full of energy and enthusiasm, a high-pressure teacher, stimulating the class to constant activity, demanding attention and alertness, and instant response to questions. His eyes dart here and there, spotting the laggards; his presence is felt in every part of the room. He tolerates neither talking nor idleness. In short, the spectator comes out of his room nodding his head in approval and murmuring, "Wonderful!"

Yes, the visitor has been in the class for one period, but what about the students and the teacher? They experience it not once, but five times a day. Stimulation, enthusiasm, energy, applied again and again until the accumulated effect makes the very atmosphere tense with nervous vibration. No wonder students begin to fidget. No wonder they become almost hysterically boisterous at the slightest sign of humor.

No wonder that, at the sound of the bell, they burst out of the room like peas from a slit bag, simultaneously tearing the air with agonizingly high voices. No wonder that by the fifth period they are incapable of answering even the simplest question intelligently.

And the teachers? Sometimes even the best of them explode and overwhelm some cowering culprit with a perfect torrent of wrath.

Now let us look at the other teacher, scarcely noticeable to the visitor except for his presence on a high seat or standing quietly at some point of vantage in the room. His voice is calm but firm. The lesson progresses so smoothly and quietly that the spectator is hardly aware of what is new work and what is review. There are no definite breaks; the two are so closely interwoven that the whole is one logical development of thought—real thought—for the students are relaxed, not mentally but nervously. There is no gesticulating or waving of hands. Response is there but hands go up quietly. There is no need to shout out answers or otherwise work off nervous tension.

The spectator, however, is apt to be disappointed in such a lesson for, obviously, it lacks some of the characteristics of a good performance. But the real performance is taking place in the minds of the students and is apt to be more apparent to the teacher than the visitor.

The whole problem is a very subtle one with a correspondingly difficult solution. It depends to a great extent upon the attitude or state of mind of the teacher. With this in mind, the teacher can build up, gradually and surely, the atmosphere most desirable in a classroom.—L. Claire Pietsenpol, in *Bulletin of High Points* (New York City).

## WHY HISTORY?

Below is a list of objectives for their teaching as stated by 321 teachers of history in Kansas high schools. The number following each objective is the number of times it was mentioned in teachers' responses to a questionnaire submitted by G. E. Watkins.

To develop culture and a proper use of leisure.....	136
To create an international good will, tolerance, and open-mindedness .....	134
To develop an intelligent citizenship.....	122
To give a knowledge of the past, so as to avoid its mistakes .....	119
To give the student a fund of useful information.....	93
To develop an intelligent attitude toward present-day problems .....	85
To show that our institutions are the result of growth, and that development is still taking place.....	72
To lead to an appreciation of our heritage.....	65
To develop critical thinking.....	60
To stimulate a desire for historical reading.....	59
To develop character, ideals, morality, judgment, etc.....	49
To develop an intelligent patriotism.....	43
To develop an understanding of the principle of cause and effect .....	38
To show the futility of war and the blessings of peace....	12
To make plain the contribution one's country has given to the world .....	9

## KNOWLEDGE FIRST

We hear much about the development of personality as an essential factor in success. It has its unmistakable value. But underneath that appealing personality must be the solid foundation of a thinking mind and a keen judgment. These scholars—not the personality devotees—are the ones who are making themselves really useful in our communities. There is no real and abiding substitute for knowledge.—*Nebraska Educational Journal*.

### HELPING THE HARD-OF-HEARING

Rev. Stephen Klopfer\*

It was found recently that among 39 supposedly feeble-minded children, 27, or 69.2 per cent, were hard-of-hearing. Of these, 14, or 35.9 per cent of the entire class, or 51.8 per cent of those hard-of-hearing, had hearing so defective that they belonged in a school for the deaf. The least that could be done for them would be to provide them special opportunity to learn lip reading.

The injustice suffered by these children becomes evident when their progress in school is compared to that of normal children. Ten, or 37 per cent, of them repeated the same grade once; seven, or 25.9 per cent, repeated the same grade twice; six, or 22.2 per cent, repeated three times; one, or 3.7 per cent, repeated four times; and two, or 7.4 per cent, repeated five times.

How morally depressing it must be for such children to be unjustly punished by parents and teachers for inattention or slowness of progress, at times even in a manner calculated to make them the butt of ridicule among their fellow students! Nor can it be a matter of indifference to parents whether their child labors under a defect which can be checked or whether he is an idiot in the fullest sense of the word.

"I do not desire to know how many people, buried alive in institutions for idiots, get there merely because they are hard-of-hearing or deaf," says Dr. Wanner. The child that is compelled to repeat a grade two and three times outgrows his companions and readily presents a behavior problem for which he is unjustly reprimanded, punished, and condemned. Such a pupil develops a warped mentality, character, and outlook on life. All ambition is crushed and public or private charity has just one more case with which to grapple.

#### Can Teachers Help?

1. Place the pupil near the desk from which most instruction is imparted so that the good ear is always turned toward the teacher.
2. Question the hard-of-hearing pupil more frequently in order to discover whether he has grasped the lesson or not.
3. Do not mark against the pupil mistakes evidently due to defective hearing; e.g., in dictation or number work.
4. Assign bright companions to repeat explanations of passages not correctly understood.
5. Urge parents and classmates to converse as much as possible with the hard-of-hearing and encourage these to participate as much as possible in conversation and entertainment.
6. Give special assistance whenever possible or necessary after school hours.
7. Encourage the pupil to observe very closely the lips of the speaker.

Valuable information on the deaf and hard-of-hearing may be found in *Kurs fuer Heil-paedagogik und Schul-Hygiene*, Officieller Bericht, 1908, Weigl. Ludwig Auer Donauwoerth, publisher.

#### OUR CARELESS SPEECH

American speech, in general, is poor speech. Our ears are not trained to detect differences in the pronunciation of the vowels. For instance, ask the average person to read the sentence, "Waiter, bring me a glass of water." He will, in all probability, give the wrong sound to the last two "a's." To the "a" in "glass" he will give the short sound as in "mat" and to the "a" in "water" he will give the Italian sound that he should have given to the "a" in "glass." If you tell him to pronounce "aunt" with the Italian "a" as in "father," the chances are that he will use the broad "a" as in all, the one he should have used in "water."

\*St. John's Institute for the Deaf, St. Francis, Wis.

One speaker will refuse to sound the "r" in "father" and "York," but he may add an "r" of his own to such words as "idea." We have all heard of "Chicawgo" and of the "teoun" out in the "keounty." Some of us are fond of "talkin" and "walkin" and "readin." How many of us put the accent where it should be in the word "contractor"? How many know how to pronounce "Roosevelt," "Carnegie," or "Los Angeles"?

But worse, perhaps, than the examples just mentioned is the prevalent lack of distinctness of articulation. We have long known that an expert is required to understand some persons when they are speaking over the telephone. And now the radio is calling attention to our harsh, nasal, throaty, or muffled voices.

Elizabeth C. Kravchik, writing in the *Sierra Educational News*, calls attention to the fact that some time ago the Adjutant General's Office of the War Department wrote to the presidents of American universities to say that a great number of men have failed at the reserve officers' training camp because of inability to articulate clearly. Human lives may depend upon an officer's command.

The writer just referred to says: "The time has come when the educational systems throughout the United States must realize that it is their duty and responsibility to solve the speech problem that confronts the American public today. . . . We cannot permit the radio and the talkies to standardize English incorrectly spoken."

"But the schools alone cannot solve this entire speech problem for America. There must be the coöperation of all society. This would not be hard to obtain if each and every one could hear his voice over a microphone."

"Diction is the most precious possession we have of making ourselves understood. Our voice is the means by which we can arouse large audiences. A beautiful voice will conquer where a poor subject, or bad acting, would otherwise fail."

The writer we have quoted here and others advocate careful teaching of phonetics based upon the international phonetic alphabet. A writer quoted in these columns some time ago urged a more thorough training in phonetics for teachers to be given in the normal schools. Many teachers have not a sufficient knowledge of the principles of speech production.

#### A LIVE RELIGION CLASS

Many teachers have an earnest and meritorious wish to vitalize their religion classes but, because of traditional training or multiplicity of current methods, are unable to decide upon any specific changes in their ordinary routine program. Boys and girls, especially those of high-school age, are prone to become less attentive even to the important truths of religion when teaching procedures are carried on in exactly the same manner week after week. Interests of youth will be held, with consequent lasting spiritual results, if teachers will try Rev. Maurice Sheehy's suggested class schedule (*Journal of Religious Instruction*, February, 1931).

Class should open with a short review quiz or oral recitation on the preceding lesson, lasting 10 minutes. Advanced work in the form of lecture, discussion, and questions may then follow for 30 minutes. Detailed explanation of the assignment for the next class should consume 10 minutes. Written papers, as assignments, may be varied so as to cover different aspects of problems, such as diagram of teacher's lecture from notes taken in class, original thought papers, investigations of source material, and reviews of elementary religious knowledge. Finally, the last 10 minutes of this 60-minute religion period may profitably be spent on a class question box.

Thus, by constantly offering new activities and varying the program, the religion teacher may keep the interest of even overenergetic pupils, during the instruction hour.



## New Books of Value to Teachers

*Editor's Note.* With this number we initiate a new policy with reference to our book reviews. In each number of the JOURNAL there will be a major review of an important recent work in pedagogy or a work of interest to teachers. There will be shortly, comprehensive reviews of the recent revision of Morrison and Karl Adam's *Christ Our Brother*. Our book-review policy will be further developed later.

### The Elementary School, Its Organization and Administration

By Reavis, Pierce, and Stullken. vii + 571 pp. The University of Chicago Press, Chicago, 1931.

"The volume herewith presented deals specifically with the organization and administration of elementary schools of considerable size. . . . It is believed, however, by the authors, all of whom have served as principals of elementary schools ranging from the single-room rural school to large schools in metropolitan centers, that the problems considered in the volume are fundamental to the successful organization and administration of elementary schools of all sizes. . . ."

In these words the writers of this fine work state the objectives of the book. Professor Reavis had been on the staff of the University of Chicago's School of Education for several years. Messrs. Pierce and Stullken are principals of Chicago schools. We find five chapters devoted to the problems of elementary-school organization. Twelve chapters are given to the consideration of the functions, problems, and procedures of administration. Four chapters are devoted to the elementary-school administrator and those preparing themselves for the elementary-school principalship.

The book is essentially a handbook — a very comprehensive handbook of elementary-school problems. It will be especially valuable for principals. It is intended for those concerned with the actual problems of administration. It will serve well as the reference book of the principal on his job.

Those in charge of elementary schools will find this a *vade mecum*. Beginning with the principal's office after a discussion of fundamental principles, we are offered floor plans, the handling of routine office procedures, and division of work for assistants.

The presentation of the latest findings in pupil administration will save much time for busy principals. A discussion of many plans of classifying pupils emphasizes that the general welfare of the pupil transcends administrative convenience, teachers' or parents' sensibilities, or disciplinary measures. Administrators are told how to evaluate their own scheme of pupil classification.

Regarding the curriculum we are told that while the course of study is not prepared by the principal, he is responsible for all additional instruction supplies needed by the teacher. . . .

"The progressive teacher is constantly learning about new materials and it is natural that she should desire to utilize them in her teaching. . . . Unless a principal can develop and provide enriched curriculum materials for his school, he can scarcely expect his teachers to accomplish the task alone. . . ."

The following standards for judging curriculum materials will be found difficult to apply by most principals:

" . . . (1) that curriculum materials for any field or grade should be within the experience of the pupil; (2) that the materials should challenge the abilities of the pupil; (3) that the materials should possess immediate as well as ultimate values; (4) that the materials should be organized for effective use in classroom situations; (5) that the materials should be so prepared that acquisition can be objectively measured. . . ."

It has been the experience of this reviewer that few principals are able to judge whether or not the materials of any course of study are within the experience of the pupil, because he does not have the necessary data at hand, nor does he have the time to secure them. To be sure, he has Thorndike's *Teachers' Word Book*, Horn's *10,000 Most Common Words in Writing Vocabulary*, the summaries of reading and arithmetic

investigations published annually in the *Elementary School Journal*, but these data have been used by the curriculum builders. What the principal needs are specific data for his own pupils. One of the big controversial issues in education for certain groups outside of parochial schools, is this matter of "ultimate values" mentioned in the third standard. The debate has waxed hot for many years but the issue is being faced frankly by many public-school systems and some courageous administrators have accepted the challenge and are on the way to a solution on the basis of divine ultimate values. The fifth standard calls attention to an attitude found in other places in this book.

" . . . Materials should be so prepared that acquisition can be objectively measured. . . ."

Does this exclude as material for the course of study such activities of which the outcome cannot be measured objectively? It is very generally recognized that some of the most-sought-after acquisitions in school can be measured only subjectively.

The same attitude of the authors is found in the discussion of the specific functions of the elementary schools. Here we are told that first the child should acquire basic fundamental skills and abilities. Second, we should socialize the pupil; i.e., "changing the pupil from a mere individual into an intelligent citizen or member of society." Third, we should acquaint the pupil with a well-selected body of conventional knowledge and develop a wholesome attitude toward learning. Fourth, the elementary school should train the pupil to make worthy use of his leisure. Last, it is the responsibility of the elementary school to develop an interest in physical development and a consciousness of proper bodily care.

What has become of "Ethical Training" as one of the "cardinal principles"? Is it the function of the elementary school to train moral beings? What will happen to a youth who has mastered all of the skills, habits, knowledges, and attitudes mentioned in the foregoing without proper moral training? Is this not exactly what some critics have been telling a listening public about our American schools — Lack of moral training?

Catholic educators are familiar with this attitude shown by many educational writers, administrators, and professors, despite the work being done in character research. Many still conceive character education as a separate process, not something that permeates the whole organization. How different it is in our own parochial schools, where we consider moral training as the keystone of the whole educational process. As Dean Fitzpatrick said not so long ago, we think of it as "Religion in Education," not "Religion and Education."

Discounting, then, this vital deficiency, it may be said that experienced principals will find this work a true handbook of administrative information. Many daily opportunities will be found for consulting it. — *Geo. E. Vander Beke, Ph.D.*

### Chalk Talks or Teaching Catechism Graphically

By Jerome F. O'Connor, S.J., and William Hayden, S.J. Paper, four books. Queen's Work Press, St. Louis, Mo.

There is probably no one who will deny the value of the visual in education. As yet, however, there has been no widespread effort to introduce this method into the catechism class.

The authors of this series have produced a very fine group of catechetical instructions. They are brief, simple, and presented in the language of everyday use. Children will understand them without the least effort and will recognize in the many examples, their own daily experiences.

The illustrations accompanying the text are simple graphic, and can be reproduced easily even by children. Every one of them impresses forcibly the lesson of the text it accompanies.

The matter of the series follows closely the order of the *Baltimore Catechism*. The volumes are adapted for use in all the grades. Part I contains the first matter of the catechism, from the fall of the angels to the establishment of the Church. Part II deals with the sacraments in general, and with baptism, confirmation, and penance. Part III completes the matter of penance, and treats of the other sacraments and the sacramentals. Part IV discusses the commandments of God and of the Church.

Every teacher of catechism should have the series at least for his own personal use. It is replete with new and striking ideas.—A. C.

#### Foundations of Thomistic Philosophy

By A. D. Sertellanges, O.P. Translated by Godfrey Austruther, O.P., cloth, 255 pp., \$1.35. B. Herder Book Co., St. Louis, Mo.

This is a fairly brief though thorough discussion of the fundamental principles of Thomistic philosophy. The author treats of St. Thomas's teachings on being and knowledge, God, creation, providence, nature and life, the human soul, and morality. The treatment is quite clear and understandable, and the author's name is pledge for its worth.—A. C.

#### Bookkeeping and Accounting

By James O. McKinsey. Cloth, 398 pp., \$1.25. South-Western Publishing Co., Cincinnati, Ohio.

This is the third edition of a widely used text. Some of the explanations have been made simpler than in the previous editions and the material has been divided into a larger number of shorter chapters. The balance-sheet approach is an outstanding feature throughout the book. This forces the student to understand the purpose and principles of bookkeeping and teaches him how to use the recorded information in the capacity of a merchant rather than a bookkeeper. The text is well illustrated with bookkeeping forms printed in colors. Clear discussions, examples of transactions, and oral and written exercises feature each chapter. There are three reasonably short practice sets which may be worked out on loose or bound forms.—E. W. R.

#### Heroes of the Trail

By James Louis Small. Cloth, 139 pp. The Bruce Publishing Company, Milwaukee, Wis.

There is a definite fascination about the stories dealing with the discovery and exploration period of the American continent. The highest type of heroism is that which knows no materialism. It springs from unselfish, self-sacrificing, and purely humanitarian motives. It aims at spiritual rather than worldly conquests. Its one great objective is the life eternal.

The author, with this thought in mind, lifts out of the exploration and discovery period of this country those wonderful spiritual shepherds, who in their ardent zeal to save souls, entered the New World at a period when the savage man ruled large areas of it. They braved the dangers and hardships of a wilderness, not only with patience and fortitude, but with a lofty purpose. The story of Fathers Le Jeune, Rale, Jogues Ménard, Marquette, and Allouez is graphically and interestingly told. These stories in their entirety constitute one of the most thrilling chapters in American history. No one can read these cleverly written sketches without being refreshed, elevated, and strengthened in all that makes for faith in mankind and a recognition of the power of religion.

This book is ideally adapted for supplementary reading during the history hour in Catholic parochial schools. The several chapters are followed by questions to be asked by the teacher.

#### The Canterbury Tales

The Prologue and Four Tales with the Book of the Duchess and Six Lyrics by Geoffrey Chaucer, translated into modern English verse by Frank Ernest Hill. Cloth, illustrated, 227 pp. \$1.25. Longmans Green and Co., New York City.

The translation is well done and renders available this much of the work of Chaucer to readers who find the original impossible. It preserves the antique flavor while, at the same time, it reads quite smoothly and its meaning is easily followed.

Many readers would be grateful for the omission of a few vulgar expressions and references preserved from the original and one of the illustrations should be removed.—E. W. R.

#### A Character Calendar

By Sisters M. Fidelis and M. Charitas, S.S.N.D. Cloth, 236 pp., \$1.50. Bruce Publishing Co., Milwaukee, Wis.

This is not an ordinary book nor an ordinary calendar. Readers of this JOURNAL saw it appear in monthly installments during the school year 1930-31. To this has been added material for July and August making the Character Calendar practically complete for twelve months.

For each day the title of the feast is given according to the Church calendar. Then follows a very brief explanation of the meaning of the feast or the salient facts in the life of the saint commemorated. Then comes a quotation from the liturgy giving the keynote of the day's feast, after which Thomas à Kempis gives a thought for reflection.

The author's own words follow in an *Ideal*, a thought or resolution for *Today*, and a *Slogan*. The *Ideal* draws from the life of the saint or the special feast, a thought sometimes almost startling from its very simple truth, and the *Today* applies the truth thus uncovered to our own lives without our feeling "preached at."

The *Slogans* will be appreciated by all moderns. For example, that of January 1 says, "Well begun is half done" and another says "Going much with wolves soon teaches one to howl."—E. W. R.

#### The Human Head

By Frances M. Beem. Loose-leaf folio, 16 plates. \$1.25. Bruce Publishing Co., Milwaukee, Wis.

These progressive lessons provide a study of the bones and muscles and accessory parts of the head and face. The author has succeeded in simplifying a difficult subject for junior- and senior-high-school and beginning college courses in art.

#### House Insulation

By Russell E. Backstrom. Paper, 52 pp., 10 cents. Superintendent of Documents, Government Printing Office, Washington, D. C.

This publication of the National Committee on Wood Utilization has been compiled for home owners, builders, and architects. It will be useful for classes in geography, science, home economics, and manual arts.

#### George Washington—Real Boy

By Walter Mac Peek. Paper, 20 pp., 15 cents. Franklin Press, Washington, D. C. A foreword is supplied by Dr. James E. West, Chief Scout Executive of the Boy Scouts of America. The booklet is intended as an aid in the celebration of the 200th anniversary of Washington's birth. It presents material on the happy boyhood of Washington, gathered from various sources.

#### Iowa Silent-Reading Test (Revised)

By H. A. Green, A. N. Jorgensen, and V. H. Kelley. Published in Forms A and B. 16 pp. each form. Specimen set, 20 cents. World Book Co., Yonkers, N. Y.

These tests are designed to measure the silent reading ability of high-school and college students on paragraph, word, and sentence meaning, paragraph organization, location of information, and rate of reading. They are the result of much careful research and experimentation. A teacher's manual accompanies each package of 25 tests.

#### A Home-Art Bulletin

*The Teaching of Art Related to the Home* is the title of *Bulletin No. 156*, issued recently by the Federal Board for Vocational Education. The bulletin emphasizes the selection of appropriate clothing, furniture, and home decorations rather than the designing of such articles, and discusses the principles involved in the selection. For a copy of this bulletin send 25 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C.

#### America's Story for America's Children

By C. H. Knowlton, Gertrude L. Stone, and M. Grace Fickett. Volume VI—The Young Republic. Cloth, 192 pages. D. C. Heath and Company, Boston.

The sixth book of a series of history readers carries on the story from the inauguration of Washington as president to the beginning of the War of 1812 and emphasizes exploration, invention, and the growth in social life.

The seventh book is for the middle and upper grades. It takes up the story at the close of the War of 1812 and carries it on to 1850.

#### The Frozen North

By Edith Horton. Cloth, 186 pages. D. C. Heath and Company, Boston.

The story of Arctic exploration from Franklin's voyage in 1818 to Wilkins and Eielson's flight in 1928.

#### Circles and Squares

Book Two. By Marguerite Marquart and Jean T. Mitchell. Paper, 88 pages. World Book Company, Yonkers, N. Y.

A second-year book in drawing for junior high schools or seventh-grade classes. Perspective is strongly emphasized; some attention is given to lettering and to the preparation of posters.

#### Uncle Remus

Edited by M. Aline Bright. Cloth, 306 pages. D. Appleton and Company, New York City.

A reprint for school use of Uncle Remus Songs and Sayings, with the original illustrations.

#### Useful Science

Book One. By Henry T. Weed and Frank A. Rexford. Cloth, 238 pages. John C. Winston Company, Philadelphia.

An introductory general science for pupils of the junior-high-school level.



No. 40

The Moeser Arm Support is an exclusive National Desk feature. Compels correct posture, preventing spinal injury, eye-strain and fatigue. Furnished as optional with all National Desks. More complete details furnished on request.



No. 141



No. 183

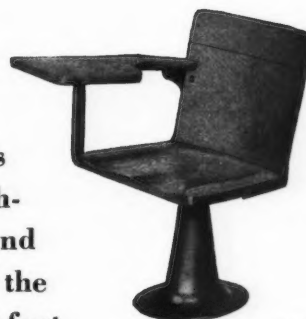


No. 181

### Avoid Confusion of Ideas By Standardizing On National



No. 90



No. 131

The thoroughly practical principles of design and construction distinguishing National Desks and Seats, tried and proved, furnish conclusive solution of the problem of right posture, restful comfort and entire utility. Known value and known results endorse the recommendation that you standardize on National. Write now for the National School Equipment Catalog, descriptions and illustrations in detail for you to consider and compare.

At the Superintendence Convention at Washington, D. C., Visit Our Exhibit Space No. 40 in Main Exhibit Hall of Washington Auditorium

NATIONAL SCHOOL EQUIPMENT CO.,  
1112 Piere St., Port Washington, Wisconsin.

**NATIONAL School DESKS**  
*Famous for Comfort*



# DON'T IGNORE THE ECONOMY of long lasting, perfect performing Blackboard like **STERLING**



**I**N THE SEARCH for low price, consideration of value is often lost. When tempted to buy cheaper blackboard, don't ignore the *economy* of durable, perfect performing *Sterling Lifelong Blackboard*.

Sterling has long been recognized by many educators to be the best blackboard made. It is known for its perfect writing qualities, and a surface that is free from irregularities, blemishes and imperfections. A blackboard no pupil ever had to strain his eyes to read from. It has a fire-resisting, cement-asbestos backing that no amount of service can break down. So perfect, it

requires practically no upkeep expense. So sturdy, it gives outstanding performance for years and years. Sterling offers school boards their money's worth. A blackboard value that lower priced blackboards can never equal. A sample, cut right from stock, gladly sent free to interested educators and school board members. Address Dept. S15.

## Weber Costello Co.

Chicago Heights, Illinois



Makers of STERLING LIFELONG BLACKBOARD, OLD RELIABLE HYLOPLATE, VELVASTONE, GLOBES, MAPS, ERASERS, CRAYON

### N. C. E. A. MEETS JUNE 20

The 29th annual convention of the National Catholic Education Association will be held in Cincinnati the week of June 20, 1932, according to a recent announcement by Rev. George Johnson, secretary-general of the Association. The committee in charge has chosen Cincinnati at the invitation of Most Rev. John T. McNicholas, O.P., bishop of Cincinnati.

### ANNUAL REPORT OF THE CATHOLIC SCHOOLS IN THE DIOCESE OF BROOKLYN, N. Y.

Five new schools per year has been the average increase in the diocese of Brooklyn during the past ten years. The diocesan school report just issued for the year 1930-31 shows a total of 121,502 students enrolled in all the educational institutions of the diocese. The high schools reported an enrollment of 11,010 and the elementary schools enrolled 107,902 pupils. The McDonnell Memorial High School was dedicated in 1926. A similar building for boys is under construction at the present time. In addition to these, seven other diocesan high schools have been established.

The past decade has witnessed great improvement in the professional training of teachers, both religious and lay. A diocesan normal school has been operating fully since 1922, and its greatest service is in having the religious communities conduct the training of their teachers under diocesan control.

In September, 1930, the innovation of annual principals' meetings was introduced. Each supervisor assembles the principals of his or her community, and the topics for discussion are issued by the superintendent's office. A report on the meeting is sent to the superintendent, with suggestions.

The 1931 supplement to the diocesan-approved textbook list for elementary schools was issued last spring. The price of the books is kept at a reasonable level and each school is urged to use only such textbooks as are on the approved list.

### ENROLLMENT GROWS IN PROVIDENCE

A very substantial increase in enrollment in the Catholic high schools of the diocese is an achievement noted in the recent school report of the diocese of Providence. This accomplishment is credited to a personal appeal made by the pastors during the summer.

Enrollment figures for the 14 high schools and 92 elementary and special schools show that there are 30,812 students enrolled in the parochial and diocesan institutions. This is a general increase of 453.

The total enrollment for the first-year high school this year is 1,567. Combining last year's total of 625 with the total registered at the same time in junior-high ninth grades, 641, the total would reach 1,266, which is an increase of 301 for this year for the ninth grade only.

The total enrolled in elementary grades, according to the report, is 27,591, while the 1930 total was 28,095, which included the ninth-grade figures that are now a part of the high-school census.

### THE GROWTH OF DIOCESAN SCHOOLS IN PHILADELPHIA

Rt. Rev. Msgr. John J. Bonner, superintendent of the parochial schools of Philadelphia, in his annual report to the school board of the Archdiocese, shows that the total student enrollment has increased over the previous year.

There was in Philadelphia parochial schools during the past year a total of 91,848 pupils, 45,223 boys and 46,625 girls. Outside of the city, in the nine counties which, with the county of Philadelphia, make up the diocese, there were 23,694 boys and 24,112 girls, making a total of 47,806 pupils. The grand total for the diocese was, therefore, 139,654, which was an increase of 1,401 over the preceding year.

(Continued on page 18A)

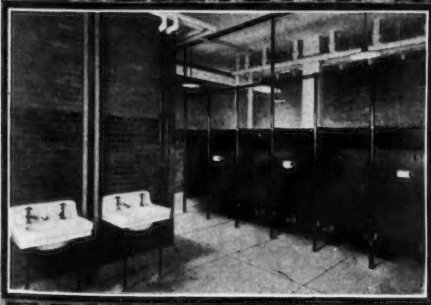
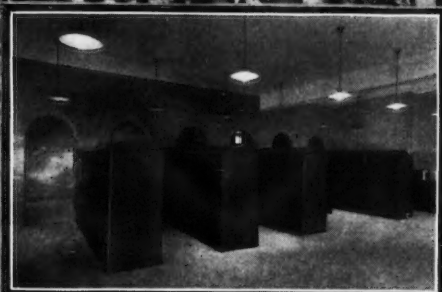
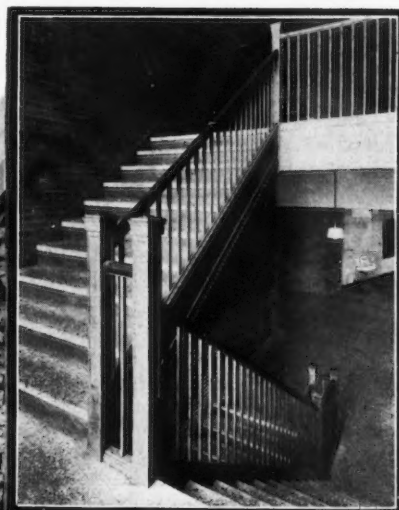
# In the "Danger Areas"—

*Terrazzo Made  
Non-slip by  
Alundum Aggregate*

**T**HOUSANDS of square feet of terrazzo were used in the large Hyde Park High School. And in all of the "danger spots"—stairways, showers, locker rooms, lavatories, wash rooms and the like—the terrazzo was made non-slip, wet or dry, by the use of Alundum Aggregate.

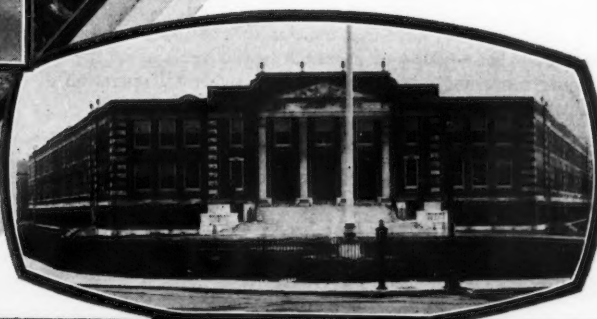
Norton Company  
Worcester,  
Mass.

T-240



Hyde Park High School,  
Boston, Mass.

Architects: McLoughlin  
and Burr; Terrazzo by  
DePaoli Mosaic Co.



**NORTON  
FLOORS**

Alundum Tiles, Treads & Aggregates



## Report of the National Advisory Committee On Education

A DEPARTMENT of Education with a Secretary in the President's Cabinet is the recommendation of the majority report of the National Advisory Committee on Education. A minority report signed by Rt. Rev. Msgr. Edward A. Pace and Rev. George Johnson points out the inconsistency of the Committee in sounding a distinct warning against further centralization of education and, at the same time, recommending measures that must lead to further centralization.\*

The Committee recommends a Department of Education without executive authority. It would have the same purposes and functions as the present Office of Education, the essential difference being the added dignity of its head holding the position of Secretary of Education and representing its interests in the President's Cabinet. Says the report:

"The Department of Education as here recommended will have no legal or financial power and no regulatory or executive authority, direct or indirect, explicit or implied, by which it may control the social purposes and specific processes of education. This limitation of powers necessitates a complete reversal of the tendency exhibited in much recent Federal legislation to build up a centralized control of the purposes and processes of education in the Federal Government."

The tendency toward a centralized control refers to the several Federal subsidies to the states in aid of special phases of education which, as they stand at present, require states or local communities to match the Government funds by an equal amount and involve Federal control of the purposes and processes of the phases of education for which they are granted.

The committee recommends the temporary continuation of the special aids now in force, but the amendment of laws which "give or tend to give the Federal Government and its agencies power to interfere with the autonomy of the states in matters of education. All future grants," the Committee says, "should be in aid of education in general expendable by each state for any or all educational purposes as the state itself may direct."

"Unless there is an early reversal of policy," says the Committee, "further Federal participation in special phases of education within the state will involve us in a form of incoordinated centralization with evils far greater than those which characterize some of the European governments."

In justification for its recommendation concerning a secretary of education the Committee says:

"No bureau chief or head of a detached or independent establishment can have that equal access to the Chief Executive and that equality of approach to the heads of all departments concerned essential to the effective total operation of education in the Government."

### A Minority Report

In a minority report, Rt. Rev. Msgr. Edward A. Pace and Rev. George Johnson dissented from the recommendations for a Federal Department of Education. They said:

"The fundamental principle upon which the Report of the National Advisory Committee on Education is based is that there should be no centralized Federal control of education and that the autonomy of the states in regard to the purposes and processes of public education should be preserved. With this principle we are in full accord, and because we are convinced of its soundness, we are opposed to the establishment of a Department of Education in the Federal Government with a Secretary at its head.

"Such a Department is not necessary to perform the basic function assigned to the Federal headquarters for education by the report; namely, 'the collection of such statistics and facts as shall show the condition and progress of education in the several states and territories and the diffusion of such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education throughout the country.'

"In the second place, we are convinced that the establishment of a Federal Department of Education will inevitably bring about centralization and Federal control of education. This seems obvious to us for the following reasons:

"1. A Federal Department, headed by a Secretary in the President's Cabinet, is of its very nature an administrative institution and nothing that could be written into any act setting up such a Department could prevent it from taking on administrative and directive functions in the course of time, even though it would not be endowed with them in the beginning.

"2. That the point of view of the Department and its Secretary would always express 'enlightened public opinion,' is a gratuitous assumption. The Secretary would be a political appointee and would respond to the pressure and be amenable to the wishes of the political party in power. A strongly organized group, even though it might represent a minority point of view in education, could be in a strong enough position politically to influence the administration in favor of a larger measure of Federal control. It would not be difficult to demonstrate the political advantages of an educational bureaucracy.

"3. The proposed Department of Education does not abolish that pluralized Federal control of education which the report assumes has come about because heretofore we have lacked an authoritative spokesman for education in the Federal Government. Nor is there any likelihood that the agencies through which such control is now exercised will cease to function in the future. If any change takes place it will be in the direction of the unification of such control in the Department of Education and the extension of it to general education. Federal control of particular phases of education is far less dangerous than would be Federal control of the basic educational program of the nation.

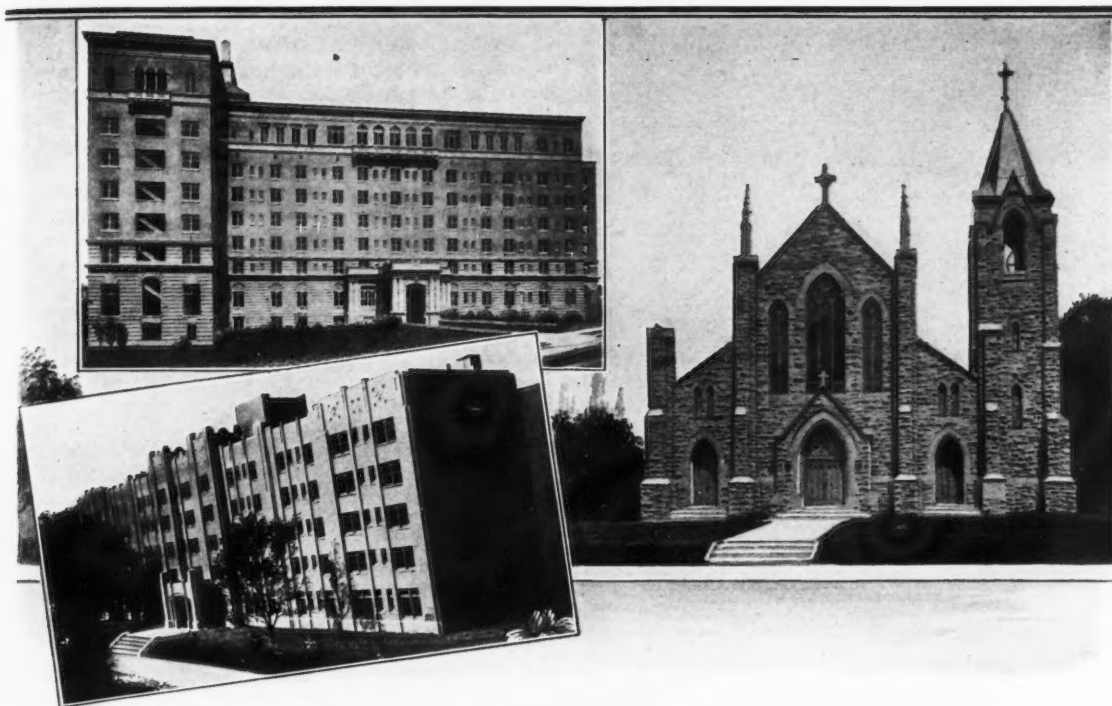
"4. The report assumes that the Federal Government has some obligation to aid in the support of education in the states through grants of money, although it is distinctly stated that such grants shall not be 'centrally administered' nor directed toward specific educational purposes nor made contingent upon acceptance of standards by the states or the appropriation by the states of any specific amount of money. It is not easy to conceive the practical possibility of any Federal grants ever being made for education in general without some specific legal supervision of the manner in which such monies shall be used. The function of supervising the use of Federal grants for education would naturally devolve on the Department of Education, thus making it a potent instrument for Federal control.

"5. A Department of Education, being a political institution, would not be entirely trustworthy as an agency for research and dissemination of information. The political bias and commitments of the administration would color its findings, and propaganda rather than truth would be the result. Such propaganda in the hands of the Cabinet Officer, with his means of reaching the public as well as the legislative ear, could easily become an instrument whereby the Federal

(Concluded on page 18A)

\*Federal Relations to Education, Report of the National Advisory Committee on Education, published at the Office of the Committee, 744 Jackson Place, Washington, D. C.





## REAL ESTATE LOANS

**O**UR COMPANY has specialized in Institutional property loans for more than thirty years. The experience thus gained is an invaluable advantage in the development of financing operations best suited to the requirements of this type of borrowers.

In the case of new construction, funds are advanced against architects' certificates as the work progresses. In many cases existing loans carrying high interest charges can be refinanced upon a more favorable basis. Where several scattered loans have been

created, their absorption into a single mortgage at present low rates will be found an economy.

We invite correspondence relative to first mortgage loans secured by Church, School or Institutional property in any part of the United States. Under our plan loans of this type may now be arranged on favorable terms and in amounts limited only by the value of the security. Inquiries, without obligation upon your part, are invited, and will receive prompt and courteous attention.

REAL ESTATE LOAN DEPARTMENT

### **Mercantile-Commerce Co.**

NATIONAL HEADQUARTERS FOR INSTITUTIONAL LOANS

Locust ~ Eighth ~ St. Charles

St. Louis

*The Mercantile-Commerce Company is affiliated with Mercantile-Commerce Bank and Trust Company, St. Louis (capital, surplus and undivided profits, \$17,500,000), a merger of the Mercantile Trust Company and the National Bank of Commerce in St. Louis*



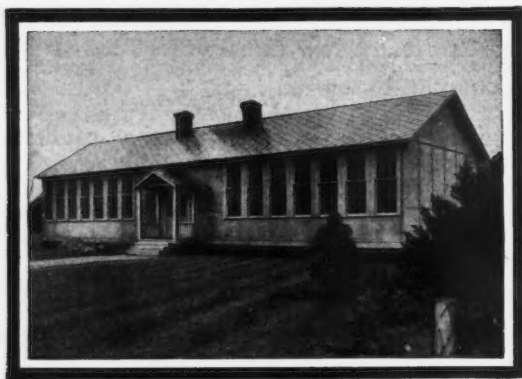
**FLOOR RESEARCH**

**FREE FLOOR ADVICE**

Every man interested in the efficient and economical maintenance of floors should have a copy of "Floor Research". Written by a nationally known floor consultant. Contains 48 pages of concise, helpful information. The only book of its kind. Sent to you with the compliments of the makers of Car-Na-Var, the perfect floor treatment.

CONTINENTAL CAR-NA-VAR CORP.  
1814 National Ave., Brazil, Ind.

**CAR-NA-VAR**  
THE PERFECT FLOOR TREATMENT



### A "Temporary" Building that is Permanent— and FIREPROOF, Too

The "Little Red Schoolhouse" has bulging walls; no longer can it hold all the children yearning for education. You must rebuild, but you perhaps can't afford a big new school. Here's the way out: a permanent, low-cost, fireproof, asbestos school. Ask for our catalog.

Use  
This

Coupon

ASBESTOS BUILDINGS Co.

YES, please send  
your catalog.

1013 Liberty Trust  
Bldg.

Name..... Philadelphia,

Address..... Pa.

(Concluded from page 16A)

Government would build up its educational power at the expense of state autonomy and succeed in assuming 'political control of the purposes and processes of public education.'

"Because in our opinion the proposal to establish a Department of Education in the Federal Government vitiates the arguments and the conclusion in Section One of this report and contradicts the fundamental principle upon which it is based, we have recorded our vote against the report as a whole. We offer as an alternative mechanism the development, by means of such an increase in appropriations and enlargement of personnel as will make it fully competent to carry on the functions which the report assigns to an adequate Federal headquarters for education, of the existing Office of Education in the Department of the Interior, or in some other Department that a future reorganization of the executive branch of the Federal Government may create."

#### Dean Crowley's Comment

Dr. Francis M. Crowley, dean of the school of education of St. Louis University, in commenting on these reports of the National Advisory Committee on Education regarding a Secretary of Education in the President's Cabinet, observed that:

"One of the strongest objections to a Federal Department of Education, is the danger of Federal control of education. The National Advisory Committee insists that the Federal Government must abstain from further encroachments in the field of education, while at the same time, it recommends that a department be established which would be without administrative or directive powers. Such a proposal is illogical, since it is sheer folly to presuppose that a Federal Department of Education would long refrain from taking on administrative and directive functions."

#### TOLEDO CATHOLIC SCHOOLS REPORT PROGRESS

The outlook for elementary education in the Diocese of Toledo is very encouraging, according to the 1930-31 annual report of Rev. Francis J. Macelwane, diocesan superintendent of schools. The most promising progress is being made by the teaching Sisters who are engaging in increasing numbers in professional self-improvement by attendance at summer schools, twilight classes, and Saturday classes of college grade. Not only the present teaching staffs of the schools are giving evidence of growth in cultural and professional subjects, but the young Sisters who are entering the schools are uniformly better equipped than in the past by the required professional courses at the Toledo Catholic Teachers' College.

The greatest needs of the schools, according to the report, are "greater sympathy and coöperation on the part of the laity. Better buildings, better equipment, better libraries, less friction, better salaries for the teachers, better living accommodations for the Sisters, smaller classes, more playgrounds, better recreational programs, more enthusiasm and more opportunities for higher education, would all be possible if the Catholic laity would quit apologizing for its schools, take a pride in what it has, and lend a whole-hearted coöperation to the work."

There has been in the elementary schools of the Toledo diocese since 1922-23 a total increase in enrollment of 19.01 per cent. In 1930-31 the figures show an increase, on paper, of .02 per cent. However, this includes the enrollment of two tax-supported schools, which were not counted in previous years. Subtracting the 574 pupils in these two schools, there was a slight loss. The decrease, it is pointed out, was due to withdrawals to the public schools and to a reduced enrollment in the first grade. During the year, 863 pupils entered from the public schools and 1,385 withdrew to public schools.

Of the eighth-grade graduates, 48.45 per cent entered Cath-

olic high schools, 34.61 per cent entered public high schools, and 1.24 per cent entered a novitiate. The 15.7 per cent recorded as not entering a higher school includes 5.56 per cent who moved out of the diocese.

The high-school enrollment in the Toledo diocese increased in the past decade, from 1,955 to 3,861, an increase of 97.5 per cent. However, the increase of 1930-31 over 1929-30 was only 1.9 per cent, and this was brought about by the inclusion of the two tax-supported Catholic schools not previously included. These two schools had 123 pupils, while Central Catholic High School lost 122 pupils due to the introduction of a \$30 tuition charge.

According to the report the average number of pupils per teacher in the elementary parish schools of the city was 44, and outside the city, 38. The average size of high-school classes was 24.



#### ENROLLMENT IN CATHOLIC SCHOOLS OF SAN FRANCISCO

The annual report of the schools of the archdiocese of San Francisco shows that both the elementary and high schools of the archdiocese are in a flourishing condition. The total enrollment for the past year was 33,439, with an average daily attendance of 30,536. The number of schools in the system is 109 and the number of teachers employed is 1,107.

The report shows that of the 2,252 pupils who were graduated from the grammar grades of the parochial schools in June, 1930, 1,783 (more than 79 per cent) entered Catholic high schools. Thirty-one entered seminaries or novitiates. Sixty-four entered the three Catholic part-time high schools in the archdiocese. About 300 (13+ per cent), entered public schools.

During the year, four new schools were added to the parochial system. A new building to house the Presentation Academy was opened during the fall of 1930. In Oakland, the erection of a new district high school, to be conducted by the Sisters of the Holy Names, was approved. Plans have been prepared for three units of a new building for the San Francisco College for Women.

During the year, special attention was given to the problems of teaching reading in the primary grades, and the Council has agreed to give this important branch further attention during the year 1931-32.

The parochial high schools of the archdiocese care for the education of 3,734 children in the San Francisco, Oakland, Alameda, Berkeley, San Jose, and other districts. In addition there are 2,325 pupils attending Catholic high schools in the archdiocese which are not parochial schools. This gives a total of 6,059 pupils who receive their education in Catholic high schools.

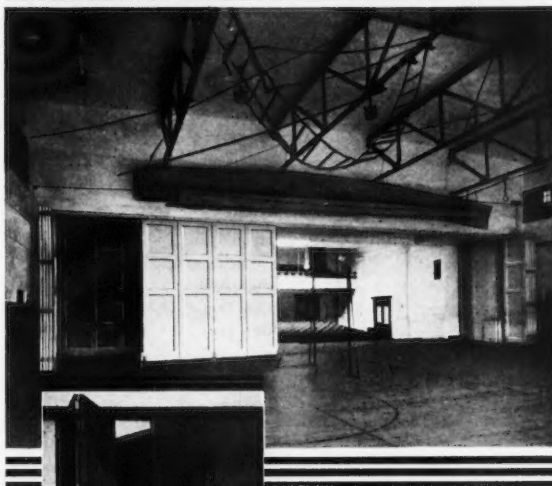
The attendance of girls at the parochial high schools exceeds that of the boys, since more ample provision is made to meet the needs of girl students. A comparison of attendance at the parochial high schools and other Catholic high schools reveals that the latter have one and a half times as many boys as girls enrolled, due to the fact that there are more numerous activities offered in the nonparochial Catholic high schools. Where these larger schools exist, almost 60 per cent of the Catholic boys of high-school age are in attendance.

Three continuation schools have been opened in the diocese, one for boys conducted at St. Joseph's School, and two for girls conducted at St. Vincent's Business College and St. Charles School.

A system of religious vacation schools has been operated in the diocese for the past two years, under the direction of the Sisters of the Holy Family. The aim of these schools is to reach those children who have not had religious instruction during the year. In addition to courses in religion, there are courses in sewing, craft work, and physical education.

## Enlarge or Reduce Rooms To Sizes Desired—With WILSON SECTIONFOLD PARTITIONS

(REG. U. S. PAT. OFF.)



Large photo shows how Wilson Sectionfold partitions conserve space by combining auditorium stage with gymnasium in school at Coaldale, Pa., designed by John T. Simpson, Architect of Newark, N. J. Insert shows simplicity of Wilson Sectionfold partitions, as installed in Washington Public School in Bayonne, N. J., D. G. Anderson, Architect.

Being pioneer manufacturers of folding and rolling partitions, with over fifty years of experience, one would expect Wilson Sectionfold Partitions to have many superior and exclusive features.

Among these is the fact that Wilson Sectionfold Partitions are carried on the floor, and not hung overhead, making for greater strength and rigidity. They operate in pairs and not in one large unwieldy unit. Rack for folding at head eliminates any possible risk of doors jamming or falling. No complicated mechanism or heavy overhead supports. Wilson Sectionfold Partitions are made fool-proof, so that nothing but wilful abuse will make them inoperative. They may be installed in new or old buildings. May be fitted with glass, if desired, or with slate or composition for blackboards.

Wilson Sectionfold Partitions conserve space and funds—and are superior for all purposes where folding walls are desired.

Write for Catalog No. 9-P



### THE J. G. WILSON CORPORATION

11 East 38th St., New York, Box 1194, Norfolk, Va.

Offices in All Principal Cities

Over 50 Years in Business